



## **Special Education: Self-Contained Instructional Assistant Job Description**

**JOB TITLE:** Instructional Assistant (Special Education: Self-Contained)

**FLSA CLASSIFICATION:** Non-exempt, hourly employee.

**WORK DAYS:** 181 days (those days when students are scheduled to attend school).

**STANDARD HOURS PER DAY:** 7 hours per day (not including a 30-minute unpaid duty-free meal break).

**WORK YEAR:** The Instructional Assistant is scheduled to work all days when students are scheduled to attend school, depending on which calendar the school follows.

**SALARY SCHEDULE & BENEFITS:** The Instructional Assistant is paid on the "Instructional Assistants" salary schedule for the designated program, and is eligible for benefits on the "Support Staff" benefits schedule.

**REPORTS TO:** The Instructional Assistant is supervised by one or more teachers. Instructional Assistants and teachers report to the building Principal or designee.

**SUPERVISES:** The Instructional Assistant does not supervise any other employee(s).

### **GENERAL SUMMARY OF DUTIES:**

Under direct supervision, the Instructional Assistant provides support to certified teachers, occupational/physical therapists, and other specialists in the education, development, and care of students with moderate-to-profound mental, physical, and/or emotional handicaps. The Instructional Assistant performs instructional, behavioral management, and clerical duties, and is responsible for providing personal assistance to students with low incidence mental, physical, and/or emotional disabilities. The Instructional Assistant performs related work as directed.

### **ESSENTIAL FUNCTIONS:**

1. Supports an inclusive educational environment. Helps students with disabilities participate in appropriate learning activities as directed.
2. Provides instructional, vocational and developmental assistance to students with intellectual, physical, and emotional disabilities, and/ or other special needs students, as prescribed by the supervising teacher(s) or other licensed professional staff.
3. Works with groups and/or individual students as assigned. Acquires basic proficiency in skills that support student needs (e.g., sign language, finger spelling, etc.).
4. Applies basic practices of effective behavioral management, and assists in the teaching of problem-solving skills to students as prescribed by the supervising teacher(s) or other licensed professional staff.
5. Assists in the preparation of lesson plans, behavior modification plans, and teacher's pre-planning sessions; provides input and assistance in the development of learning activities; prepares or assists in the preparation of instructional and vocational materials.
6. Escorts, supervises, and provides assistance to students during breakfast, lunch, restroom visits, and other activities as assigned.
7. Assists students with gross motor activities, such as grasping, holding objects, posture, crawling, walking, and running, as appropriate to individual development.
8. Assists students with fine motor activities, such as playing with toys, cutting materials, and coloring, as appropriate to individual development.
9. Assists students with daily living skills, such as dressing, eating, lavatory needs, grooming, medical needs, and personal hygiene as appropriate to individual development. Complies with personal hygiene rules and standard sanitation procedures.
10. Assists with student mobility needs. Helps students use assistive and/or augmentative devices.
11. Assists students as they arrive on buses taking them to and from learning areas, assisting in physically transferring students from wheelchairs, and monitoring entrance conditions of individual students.

12. Sets-up and implements a reward system for targeted students; assists in providing supervision and follow-up for students assigned to alternate settings.
13. Assists with implementing behavior management programs including monitoring and charting behaviors specific to individual behavior plans.
14. Provides assistance with behavioral problems by applying crisis intervention to students with aggressive behavior and restraining violent students as needed.
15. Serves as a floater to various learning areas to assist in maintaining appropriate behaviors; responds to all crisis calls, assesses the situation, and responds accordingly.
16. Reinforces rules of the school and learning environment; acknowledges and encourages appropriate behavior and distinguishes inappropriate behavior for the students' understanding.
17. Monitors, observes, and charts behavior of students in their exploratory classes and documents behavioral changes, outbursts, and other actions specific to the student.
18. Maintains accurate and complete records of student activities and behavior which may require the use of a computer to enter student information and data; completes applicable forms, schedules, and instructional reports, as directed.
19. May be assigned monitoring duties, i.e., hallways, lunchroom, restrooms, and bus duty; ensures appropriate student conduct during these periods; escorts students to designated activity areas, i.e., music room, computer room, art classes, assemblies, etc.
20. May be assigned to various labs providing assistance to teachers and instruction/information to students; may translate lesson plans and other information to students for better understanding and comprehension.
21. Responsible for keeping up to date on current Warren technology, as job appropriate.
22. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
23. Responsible for timely and accurate information maintained as part of job responsibilities.
24. Maintains confidential student information, which is not disclosed to individuals not directly working with the student.
25. Performs other duties as assigned by the supervisor or designee.

#### **NON-ESSENTIAL FUNCTIONS:**

While the following tasks are necessary for the work of the unit, they are not an essential part of the purpose of this position and may also be performed by other unit members.

1. Performs related duties as directed.

#### **ENTRY-LEVEL REQUIREMENTS:**

1. **EDUCATION/TRAINING:** High School diploma or GED is required; an Associate's degree or higher, or at least sixty (60) semester hours from an accredited institution of higher education is preferred. (Official transcripts are required to validate education.)
2. **EXPERIENCE:** Previous vocational training or work experience with school-age children with special needs is preferred.
3. **CERTIFICATIONS &/OR LICENSES:** Able to meet the requirements of a paraprofessional as outlined in ESSA. Pass the required Expanded Criminal History Check and Expanded Child Protection Index Check. Must have at least an **associate's degree or two years of college or passed the ParaPro Assessment**. The Walker Career Center offers the ParaPro Assessment at no cost for all Warren Township prospective employees. Testing is offered Monday through Thursday at 9:00 a.m. and 5:30 p.m. To register for your free assessment, email [adulthoodeducation@warren.k12.in.us](mailto:adulthoodeducation@warren.k12.in.us) or call 317-532-3000.
4. **OTHER:** Ability to perform the essential functions, meet the performance aptitudes, and fulfill the physical/sensory/environmental requirements of the job (with or without reasonable accommodations) is required. Understanding of the developmental, physical and emotional behaviors and challenges of students with moderate-to-profound intellectual, physical, and/or emotional disabilities; with demonstrated stress management skills; ability to fulfill the dexterity and physical requirements of the work, and effectively attend to special needs of school age children.

**PERFORMANCE APTITUDES:**

1. **Data Utilization:** Requires the ability to evaluate, audit, deduce, and/or assess data and/or information using established criteria. Includes exercise of discretion in determining actual or probable consequences, and in referencing such evaluation to identify and select alternatives.
2. **Human Interaction:** Requires the ability to assist students and staff by action or interaction in carrying out specialized therapeutic or physical care plans and procedures.
3. **Equipment, Machinery, Tools, and Materials Utilization:** Requires the ability to operate, maneuver and/or control the actions of special needs equipment and devices.
4. **Verbal Aptitude:** Requires the ability to utilize a wide variety of reference, descriptive, and advisory data and information.
5. **Mathematical Aptitude:** Depending on the school grade classroom of assignment, may require the ability to perform addition, subtraction, multiplication, and division; may require ability to calculate decimals and percentages; may require ability to utilize principles of fractions and/or interpret graphs.
6. **Functional Reasoning:** Requires the ability to apply principles of influence systems, such as motivation, incentive, and leadership. Ability to exercise independent judgment to apply facts and principles for developing approaches and techniques to problem resolution.
7. **Situational Reasoning:** Requires the ability to exercise the judgment, decisiveness and creativity required in situations involving the evaluation of information against sensory, judgmental, or subjective criteria, as opposed to that which is clearly measurable or verifiable.

**PHYSICAL REQUIREMENTS:** Tasks involve the ability to exert very heavy physical effort in very heavy work, typically involving some combination of climbing and balancing, stooping, kneeling, crouching, and crawling, and the lifting, carrying, pushing, and/or pulling of heavy objects and materials (up to 100 pounds) and occasionally heavier items (100 pounds or over).

**SENSORY REQUIREMENTS:** Most tasks require visual perception and discrimination. Some tasks require oral communications ability. Some tasks require the ability to perceive and discriminate sounds.

**ENVIRONMENTAL FACTORS:** Tasks are regularly performed with exposure to adverse environmental conditions, such as violence when working with children with severe emotional or intellectual disabilities.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board’s policy on Evaluations of Professional Personnel.

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and agreed to by: \_\_\_\_\_ Date: \_\_\_\_\_

I have received a copy of the Support Staff Handbook and/or directions on how to access the information on the District Website.

The Metropolitan School District of Warren Township does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including transgender status, sexual orientation and gender identity), disability, age, military status, ancestry or genetic information which are classes protected by Federal and/or State law (collectively, “Protected Classes”) occurring in the Corporation’s employment opportunities, programs and/or activities, or if initially occurring off Corporation grounds or outside the Corporation’s employment opportunities, programs and activities, affecting the Corporation environment.