



Classification Summary

1. The position is guided by the teacher in planning and implementing behavioral management and living skill development programs and in providing services that enable the disabled the opportunity to function autonomously in a work and community living environment.
2. Performs a variety of clerical tasks in support of and preparation for the educational process as well as duties of direct instruction using standardized lessons prepared with sample responses, or lessons prepared by teacher, or lessons prepared by assistant and approved by teacher. Monitors student progress and mastery of social and independent living skills by means of periodic testing and evaluation.
3. Basic guidelines for class content and objectives are determined by a weekly meeting with the Supervisor; however, teaching methods are largely left to the discretion of the incumbent. Considerable time may be spent in lesson preparation and review before or after class hours, and students sometimes require additional counseling beyond scheduled hours as well.

Distinguishing Characteristics

This class is distinguished from Instructional Assistant—Learning Disabled by the off campus setting and the large amount of direct instruction and independent action administered by the incumbent.

Supervisory Relationships

The incumbent works under the general supervision of the school administrator and the Special Education Coordinator and may be under more direct supervision of the Career Development Coordinator—Mildly Handicapped.

Examples of Duties

1. Confer with teacher and assist in preparation of lessons appropriate to level of instruction; directly instruct students, review coverage and comprehension of subject matter and administer tests. Collate, sort and correct lessons and tests; record grades in ledger; figure weekly, monthly and term grades. Redistribute lessons and review with students; file as necessary.
2. Monitor, supervise and record student progress and behavior; document areas in need of emphasis or reiteration. Tutor on a one-to-one or small group basis as necessary.
3. Compose and format homework assignments, charts, memos, and other items as deemed necessary or as instructed by the teacher. Maintain a filing system for these materials.
4. Prepare classroom materials using current office technology and equipment (e.g., computer systems, fax, copiers, etc.) and production equipment (e.g., thermofax, punching and binding machine, laminator).
5. Supervise student interaction so that an orderly atmosphere is preserved; control aggressive behavior, settle disputes and otherwise encourage cooperative, well-mannered activity. Instruct as to acceptable and appropriate community behavior.
6. Assist in guiding students to develop proper emotional control and discernment in judging and reacting to social situations.
7. May implement a Functional Living program designed by the teacher in order to instruct students to independently perform such tasks as shop, cook, budget an allowance, travel on a bus and transfer buses, and use a coin-operated washing machine.
8. May help train student at a work location; explain and demonstrate the preparation for work (i.e., time card, apron, required equipment) and the nature and method of work. Supervise progress and focus on the development of independent improvement skills and employee relations.

Required Knowledge, Skills and Abilities

1. Ability to independently work with or lead students in group or individual instructional activities.
2. Ability to present instructional material in a clear, sequenced manner while sensitive to the needs of students and their ability to comprehend.
3. May require skills specialized to needs of specific program requirements, such as vocational training skills or task analysis.
4. Ability to work independently and to work harmoniously with teachers, supervisors, and other instructors.
5. Ability to observe, interpret and record data involving the social skills development, academic record and behavior of students.
6. Ability to communicate effectively with a diverse public as well as the disabled students.
7. Ability to type, prepare classroom materials or artwork, operate current office technology and equipment (e.g., computer systems, fax, copiers, etc.), or perform other clerical duties.
8. Dependability, adaptability, patience, consistency, high level of communication skills and resourcefulness.
9. Ability to deal with stress of working closely with disabled students.
10. Ability to assess situations and act swiftly and appropriately and with sound judgment for the safety and well being of students and teacher.

Minimum Qualifications for Class Entry

1. High school diploma or equivalent.
2. Previous training, experience or education in instructional techniques and behavior management and modification, preferably with disabled children.
3. Previous training in basic clerical skills. Demonstrated ability to type.

Work Environment

1. The position works with mentally, socially or emotionally disabled High School students in an off campus setting (an apartment, Laundromat, bus, or on-site at a work location).
2. Use of a private vehicle may be required.