

STOCKTON UNIFIED SCHOOL DISTRICT

(One-on-One Position)  
SPECIAL EDUCATION ASSISTANT  
LEARNING AND COMMUNICATIVELY HANDICAPPED

**DEFINITION**

The one-on-one assistant will perform a variety of paraprofessional instructional activities; to assist in training and intensified learning experience with learning and communicatively handicapped; to perform a variety of supportive activities for instructional personnel; perform other related duties as assigned. The one-on-one assistant will follow the student as necessary. If no student is available, the one-on-one assistant will be temporarily placed in a classroom within their classification until a one-on-one student is assigned to the one-on-one assistant.

**SUPERVISION RECEIVED AND EXERCISED**

Receives direction from the teacher in charge.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential function shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with the classification, but are intended to accurately reflect the principal job elements.)

- Assist instructional personnel in the implementation of individual educational plans under the teacher's supervision, including behavior modification strategies (E).
- Assist student in academic instruction in a variety of settings such as self-contained, integrated and resource class (E).
- Tutor individual to reinforce and follow-up training and learning activities (E).
- Continuously monitor and assist student through drill, practice and study activities in reading, spelling, language skills, arts and crafts and other subjects according to teacher's instructions; (E).
- Supervise student during study, lunch and play periods.
- Assist student in the development and maintenance of appropriate social behaviors through the use of a variety of positive reinforcement techniques and activities (E).
- Assist in maintenance of student daily performance, records and file (E).
- Assist in testing and in scoring test (E).
- Assist in the development and implementation of plans to meet the student needs (E).
- May prepare instructional materials.
- Operate a variety of audio-visual equipment such as projectors, tape recorders and other learning machines.
- May type and duplicate lessons, tests and other instructional materials.
- May assist student to and from buses.
- Perform first aid when necessary.
- May perform clerical work.
- Assist in keeping study area attractive and orderly.
- Other related duties as assigned.

**QUALIFICATIONS**

**Knowledge of:**

- Learning requirements for handicapped students
- General needs and behavior of learning and communicatively handicapped
- Problems involved in the care of learning handicapped students
- Methods required in assisting learning and communicatively handicapped with their academic activities
- Principles and practices of behavior modification

- Techniques in dealing with assaultive behavior
- English usage, punctuation, spelling and grammar
- Basic arithmetic concepts
- Principles, goals and objectives of the educational process

**Ability to:**

- Demonstrate an empathetic, patient and receptive attitude with student exhibiting specialized learning and behavior needs
- Establish and maintain an effective relationship with teacher, therapists and other certificated staff
- Communicate satisfactorily in oral and written form and serve as an appropriate model
- Gain the confidence of handicapped student, encourage and assist them in therapy, classroom and recreational activities
- Assist in the physical care of student, which includes administering first aid when necessary
- Deal appropriately with behavior exhibited by handicapped students
- Remain calm under stress
- Understand and maintain confidentiality
- Follow a work schedule that may change from day to day
- Perform routine clerical tasks and operate office and educational machines and equipment
- Successfully supervise student
- Use safe working conditions

**EDUCATION, TRAINING AND EXPERIENCE**

- Education, training and experience equivalent to the completion of the twelfth (12) grade, and at least one year experience working with handicapped students, which must have included academic activities and completion of at least one semester course work in special education or a related field

**NO CHILD LEFT BEHIND FEDERAL REQUIREMENTS**

- High school graduation or GED
- Degree or completion of 48 semester units from accredited college or university or District Assessment Test/County certificate showing compliance with NCLB. (SUSD proficiency test taken before 7/1/04 does not meet this requirement)

**CERTIFICATES REQUIRED**

District First Aid Course Certificate must be obtain within the first six (6) months of date of hire. CPR Certificate and a valid American Red Cross First Aid Certificate preferred.

**PHYSICAL REQUIREMENTS**

**LCH -Pre-K thru Adult – Physical Requirements:**

Employees in this position must possess/have the ability to:

- Sit for prolonged periods of time
- Stand and walk for prolonged periods of time
- Occasional to Frequent bending/stooping; squatting/crouching/kneeling
- Infrequent climbing
- Occasional reaching overhead, above shoulders and horizontally
- Ability to push/pull, lifting and maneuvering - generic
- May lift and/or carry up 50 lbs with assistance if necessary
- May occasionally to frequently push/pull up to 50 lbs with assistance if necessary
- Requires simple to firm grasping to seize, hold, grasp, turn or otherwise work with hands to assist with classroom instructional activities; assist students with dressing tasks

- Hear sufficient to perform essential job functions
- Speak sufficient to give instructions/commands to students, speak to parents and other staff
- Visual requirement enough to monitor students

### **PHYSICAL REQUIREMENTS – MAB (Managing Assaultive Behaviors)**

MAB training required depending on student requirements – Autism/SMH more commonly need MAB training.

In carrying out the maneuvers required to complete student interventions, the employee must utilize a full body range of motion. **These physical requirements are based on two-person interventions.**

Employees who are required to perform MAB maneuvers must possess/have the ability to:

- Stand on a variety of surfaces
- Walk/run on a variety of surfaces, at a pace dependent upon the situation
- Sit on a chair to protect self by bending forward, or use the chair as a backwards propelling tool to escape a grab or grip of an attacker
- Push/pull with sufficient intensity to achieve desired result
- May lift and/or carry up to 100 lbs for short periods of time with assistance if needed
- Stoop/kneel/crouch/crawl: these movements occur in multiple intervention strategies
- Reaching in any direction. Depending on age and stature of student, reaching may occur at all levels – waist to knee; waist to chest; below knee; chest to shoulder; and/or above shoulder
- Constant handling: Seizing, holding, grasping, turning, or otherwise working with the hand or hands Includes simple and power grasping
- Fingering: Fine finger manipulation is required in releasing an individual’s hand grab/grip, as well as releasing tension and/or constraints
- Balancing: Body postures and maneuvers taught require maintaining body balance through positioning of the lower extremities, including pivoting, rotating, and flipping an individual if required
- Climbing: In the event of stairs, the employee must be able to climb or descend the stairs as needed. And/or climbing over obstacles or objects may be required such as an upside down table or chair
- Twisting: Upper and lower torso twisting is required in multiple intervention strategies
- Speak: The employee is required to speak to the student/co-workers verbally to resolve the situation
- Hearing: sufficient to perform the MAB techniques
- Visual requirement sufficient to resolve the situation and return the student and employee to safety

### **SALARY PLACEMENT:**

CSEA 318

Incremental Salary Schedule

209-work days

Board Approval: 12/08/15

CSEA 318 Approval: 11-10-15