

Sonoma County Office of Education – Job Description

Classified

SOCIAL-EMOTIONAL LEARNING SUPPORT TEACHING ASSISTANT – Itinerant Position

Definition:

To provide assistance to certificated staff in the instruction, supervision and training of individuals or groups of students (ages 3 to 22 years) with a variety of special education needs; support instructional and wellness services within a well-defined framework of policies and procedures; support the provision of a range of instructional training experiences in a variety of educational environments which may include specific classrooms, learning centers, vocational programs, the community and/or other instructional facilities and to perform related duties as assigned.

Distinguishing Characteristics:

Incumbent works closely with the teacher, counseling and behavior specialist staff and follows detailed instruction and/or established practices and procedures. Uses judgment and initiative in performing job duties and works with a variety of students with moderate or severe medical and physical disabilities or behavior disorders. Incumbent in this job class may be assigned to a specific classroom or multiple classrooms for short-term periods; may serve students with any, or combination of, the following conditions: limited- or non-English population, intellectual disability, autism, severe physical/medical involvement (i.e., cerebral palsy, seizure disorders), communication disorders (including non-verbal); hearing/vision impairment, learning disorders, emotional disturbances, behavior disorders.

Supervision Exercised and Received:

General direction is provided by the Special Education Principal or other administrator, classroom teacher, counseling and behavior specialist staff.

Example of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Assists in direct instruction of students, including:
 - Social emotional regulation and communication skills.
 - Vocational skills, job- and work-related tasks.
 - Academics—reading, writing, math concepts.
 - Motor skills—physical education, body awareness.
 - Speech/language—communication skills.
 - Leisure/recreation skills.
 - Independent living and domestic skills.
 - Self-help—toileting, feeding, personal hygiene, dressing, etiquette and manners.
 - Other specialized health care—diapering, toilet training.
 - Community-based instruction.
 - Specialized subject areas, based on individual needs.
- Assigned to specific situations in a variety of locations on a temporary, as needed basis.

- Maintains an effective learning environment through student supervision, class management and student discipline.
- Provides specialized assistance to a specific student and/or classroom for students identified as having a social-emotional and/or behavioral issue.
- Assists with implementation of classroom behavior strategies and interventions and/or individual student accommodations, modifications and/or behavior intervention plans as indicated in an Individual Education Plan (IEP), classroom plan and/or other guidelines.
- Observes students' mental and physical health; refer serious concerns or problems to credentialed staff.
- Assists and monitors students with various physical and instructional-related equipment such as computers, tablets, ELMO software, playground equipment and physical therapy equipment.
- Makes effective use of materials, media, audio-visual, equipment and supplies.
- Accompanies students to general education classes as assigned and assists teachers and students as needed.
- Prepares instructional materials to include worksheets and manipulatives.
- Performs a variety of clerical tasks, including typing, making copies, collating, gathering resource information and materials, filing, food program record keeping, fundraising activities, answering phones, taking and relaying messages, word processing.
- Participates in job-related meetings as requested; maintains confidentiality of individual students/families.
- Contributes relevant feedback/information on student progress through observation, interaction and maintaining accurate records.
- Maintains informational and operational records and files, including test/homework scores, student work, meal counts, incident reports and other records related to student instruction.
- Monitors and assists students in using adaptive devices; i.e., electric wheelchairs, hearing aids, speech synthesizers, cassette players, VCRs and various recreational equipment.
- Provides direction and support to peer tutors/student assistants including lifting of students, safe and healthful work habits.
- Maintains cooperative relationships with all parents/care providers, staff and students.
- Performs related duties as assigned.

Employment Standards:

Knowledge of:

- General classroom procedures and equipment.
- Pertinent academic areas and learning situations.
- Trauma-informed practices, positive behavior management strategies, wellness practices.
- Indoor/outdoor recreational activities suitable for handicapped students.
- Standard English usage, spelling, grammar and punctuation.
- Standard office machines, including computers.
- Safe work practices and proper lifting techniques.

Ability to:

- Respond promptly to request of internal and external clients; provide them needed information, assistance, training, materials and resources.
- Communicate effectively in both oral and written form, using standard English correctly.

- Maintain student and classroom records.
- Establish and maintain cooperative working relationships with those contacted during performance of job duties.
- Work independently with general guidance as needed.
- Develop rapport with all students, being fair, consistent and respectful; provide an inclusive and equitable environment that is sensitive to diverse individuals and situations.
- Plan, organize and prioritize own work to meet deadlines and accomplish assigned tasks within established deadlines.
- Perform competently and demonstrate skills and knowledge in the area of responsibility.
- Establish an instructional environment to meet individual student need.
- Learn child and/or adolescent development and/or psychology; receive training on trauma informed practices and supporting students who have experienced trauma.
- Learn assistant teaching strategies and positive behavior and crisis management techniques.
- Work effectively with students during activities which require twisting, pushing, pulling, bending, lifting, climbing, kneeling and other physical activities as needed.
- Take appropriate action in emergency situations; follow procedures in a calm, responsible manner.
- Facilitate age-appropriate interactions, activities and instruction to all students regardless of disability.
- Analyze situations including instruction, classroom and behavior management and implement an effective course of action.
- Recognize, stimulate and solicit student interest, input and participation to the fullest extent of each student's potential.
- Maintain and improve professional skills and knowledge.
- Be flexible and receptive to change; remain calm in times of stress.
- Administer basic first aid and CPR.

Computer Skills:

- Basic word processing skills, such as the ability to format, save files for cross-platform use and in different versions, work with toolbars, menus, and rulers, insert graphics, use borders and print labels and envelopes.
- Basic database skills, such as the ability to sort and retrieve records; create layouts, reports, create and print mailing labels; perform mail merge for form letters; add, edit, delete fields and records.
- Basic spreadsheet skills, including the ability to open, modify, save, and print a new or existing spreadsheet and enter text and numbers.
- Basic email skills, including the ability to send and open a file attachment.
- Basic Internet usage including the ability to use internet search engines to view web pages, bookmark a site, download a file; print out web pages, copy text, edit bookmarks, print web pages, create hyperlinks and observe copyright regulations.

Desirable Qualifications:

- Knowledge of general needs and behaviors of students with special needs.
- Knowledge of positive behavior and crisis management techniques.

Education and Experience:

Any combination of education and experience that would provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- California Ed Code requirements for paraprofessionals working in Title I programs.
- High school diploma or the equivalent, and
 - Two years of college (48 units), or
 - A. A. degree (or higher), or
 - Pass a local assessment of knowledge and skills in assisting in instruction.

Experience:

- Any paid or volunteer experience working in an instructional or therapeutic environment with youth, adolescents, or young adults.

Physical Abilities:

The physical abilities described here are representative of those that must be met by an employee to successfully perform the essential functions of this job; the frequencies noted below may vary depending on the assignment and the level of the students being served.

Note -Terms used in this section are defined as follows: Rarely: 1 to 10%; Occasionally: 11 to 33%; Frequently: 34 to 66%; and Continuously: 67 to 100% of the workday.

- Sitting: Rarely
- Standing/Walking: Frequently
- Waist Bending: Occasionally to Frequently
- Neck Bending: Occasionally to Frequently
- Squatting: Frequently
- Climbing: Rarely
- Kneeling: Frequently
- Crawling: Rarely
- Neck Twisting: Occasionally to Frequently
- Waist Twisting: Occasionally
- Pushing/Pulling: Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
- Running: Occasionally
- Reaching:
 - Above Shoulder: Occasionally
 - Below Shoulder: Frequently
- Lifting/Carrying:
 - 0-10 lbs: Frequently - weights carried 50 to 100 feet at a time
 - 11-25 lbs: Occasionally- weights carried up to 100 feet at a time
 - 26-50 lbs: Occasionally - weights carried 10 to 100 feet at a time
 - 51-75 lbs: Frequently – *alone or with assistance* - weights moved several feet at a time for toileting and transfers
 - 76-150 lbs: Occasionally - *with assistance* - weights moved several feet at a time for toileting and transfers
- Hand Activities:

- Repetitive Hand Use: Occasionally
 - Simple Grasping: Frequently
 - Power Grasping: Occasionally
 - Fine Manipulation: Rarely
 - Hand and Arm Twisting/Turning: Occasionally to Frequently
 - Computer Operation/Writing: Rarely
- For Preschool positions, this may include moving preschool equipment such as cots, tables, chairs; lifting infants and young children; perform twisting, bending, pushing, pulling, lifting, stooping, reaching motions during interaction with students and their children.
 - May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles.
 - Must be able to lift and physically restrain students at times; to take appropriate action in emergency situations; and follow procedures in a calm, responsible manner.
 - Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
 - Must be able to detect visual and non-visual warning signs of developing physical and emotional situations that may require attention from certificated staff.
 - Must be able to express oneself effectively, verbally and non-verbally in a classroom with staff, students and parents.
 - Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
 - Must be able to monitor students and staff visually and non-visually to effectively assist in the management of an orderly and safe learning environment.

Work environment:

The following conditions may be present:

- Walking on uneven ground when outdoors.
- Exposure to student illnesses, injuries, infections and bodily fluids.
- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and satisfactory Department of Justice and Federal Bureau of Investigation records checks must be received by Sonoma County Office of Education, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- Visual acuity sufficient to read manuals, video display screens and other related material and work at a computer screen frequently and throughout the day.
- Will be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- Must be able to convey oneself to more than one location in a safe and timely manner in a day and may be required to drive with or without students; some positions may require a current California driver license, proof of insurance and possible participation in the DMV Pull Notice Program once employed.

Other:

- Adopted: May 17, 2021
- FLSA Status: Non-Exempt
- Bargaining Unit: SEIU
- Approved by: Personnel Commission