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## TEACHING ASSISTANT, SPEECH & LANGUAGE SERVICES

### Definition:

Assists in delivering communication instruction to special education students. Provides supervision and training to small groups of students. Performs a variety of instructional services within a well-defined framework of policies and procedures.

### Distinguishing Characteristics:

The Teaching Assistant, Speech & Language Services job class works with students who have identified speech and language disorders.

Under the direction of a credentialed speech/language specialist, the speech/language assistant provides practice opportunities for students in the areas of oral motor skills, speech sound production, basic linguistic concepts, social language interactions, and other areas of communication as determined by the students' IEPs. The assistant follows detailed plans, practices and procedures as directed by the speech/language specialist. The assistant uses judgment within prescribed detailed plans, practices and procedures in performing duties and in working with students who may have severe medical, physical or behavioral disabilities. The assistant will be assigned to multiple classrooms and may serve students with any of the following conditions: mental retardation, autism, severe physical/medical involvement, hearing/vision impairment, emotional or behavioral disorders, and learning disorders in addition to their communication delays. The Teaching Assistant, Speech and Language Services is a lower job class in the speech and language series, and is distinguished from the higher level Speech & Language Pathology Assistant which is required to have completed an appropriate degree program in speech and language pathology and hold current registration with the State of California Department of Consumer Affairs Board of Speech-Language Pathology and Audiology.

### Supervision Exercised and Received:

The assistant receives direct training, consultation and feedback from the speech and language specialist. The speech and language specialist develops instructional goals and oversees implementation of the IEP. General supervision is provided by the Principal or Assistant Principal.

### Examples of Duties and Responsibilities:

Duties and responsibilities may include, but not be limited to the following:

- Carries out speech/language activities as instructed by the speech and language specialist
- Creates, organizes, maintains instructional materials for speech/language activities
- Demonstrates suggested speech/language interventions or activities for classroom staff
- Provides verbal and written information about student performance to the speech and language specialist
- Discusses instructional needs and/or other issues related to students with the speech and language specialist

### Employment Standards:

Knowledge of:

- Best instructional practices/ strategies for working with assigned students
- Developmental, functional sequence for building communication skills of assigned students
- Individual Educational Plan for assigned students
- Pertinent curriculum areas
- Standard English usage, spelling, grammar and punctuation
- Basic word processing skills on a computer
- Cultural-linguistic diversity

Ability to:

- Deliver instruction in a manner that is motivating, developmentally appropriate and sensitive to students' individual learning needs/styles
- Modify instruction as needed to address students level of attention, affective state, or other variables
- Effectively engage students in activities and reinforce their participation
- Manage student behaviors appropriately
- Monitor students communication interactions and offer appropriate supports
- Collect data samples and annotative information on individual students
- Ask questions and gather information as needed to clarify instructional plans or to better understand specific student behaviors or communication
- Respond to requests of students, classroom staff, or supervisors to provide needed information, assistance, materials or training
- Communicate effectively in both oral and written form
- Establish and maintain cooperative working relationships
- Work independently, with guidance as needed
- Develop positive rapport with all students; being fair, consistent and respectful
- Plan, organize and prioritize work to meet deadlines
- Perform competently and demonstrate skills and knowledge in area of responsibility
- Establish an instructional environment to meet individual student needs
- Learn about developmental stages and/or psychology of the assigned student population
- Take appropriate action in emergency situations- i.e.: follow procedures in a calm, responsible manner.
- Learn basic CPR and first aid
- Facilitate student interactions
- Maintain and improve professional skills and knowledge
- Be flexible and receptive to change

**Desirable Qualifications:**

- Knowledge of general needs and behaviors of students
- Knowledge of speech, language and hearing problems commonly referred for treatment
- Knowledge of behavior and anger management techniques
- Bilingual English/Spanish skill desired

**Education and Experience:**

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

Education:

- NCLB 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:

- One year direct experience as an instructional assistant and/or enrollment in previous coursework in related fields at the college level.

**Physical Demands (Level I):**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

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 - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
76-150 lbs:	Occasionally - <i>with assistance</i> - 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

- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance. 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 self effectively, verbally and non-verbally in classroom with staff, student, 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.
- Must have normal vision (20/20), corrected or uncorrected.

**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 a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- 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.

**Additional Information:**

- An employee who has education above the minimum required [e.g., BA or BS degree in a related field, or 24 units in Child Development, or has completed a “speech assistants” training course/certification program is eligible to receive an additional 5% premium.
- Employees working in a bilingual capacity will be eligible for the bilingual premium of 5% in addition to any other premium pay.