

SENIOR IBI ASSISTANT/TUTOR

DEFINITION

Under general supervision, administer one on one discrete trial training therapy to students in a school or a home setting; perform independent paraprofessional instructional activities; provide training and instruction to entry level assistants; assist supervisor on organizational and procedural issues; perform other related duties as needed.

EXAMPLES OF DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Administers one on one discrete trial training therapy to students in a school or a home setting.
2. Assists with training sessions.
3. Provides information to supervisor concerning student progress.
4. Maintains and organizes program notebooks.
5. Prepares specialized training and instructional materials.
6. Implements program modifications.
7. Attends student progress meetings; prepares therapy summary, administers drills, conducts probes, reviews date with supervisor, reports concerns, records meeting minutes.
8. Acts as communication liaison between all members of the therapy team.
9. Attends meetings with SELPA autism team.
10. Participates in advanced training sessions.
11. Tutors individual students and small groups of students with special learning needs to reinforce and follow up learning and training activities.
12. Uses positive reinforcement strategies and other appropriate techniques to assist students in the development of appropriate behavior.
13. May perform routine clerical tasks such as typing, computer operation, filing and photocopying.
14. May assist students with dressing, toileting, feeding and grooming.
15. Maintains a variety of records and files, including confidential student records and information.
16. Attends specialized training as required.
17. Performs other related duties as required.

QUALIFICATIONS

Knowledge of:

Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs; applications of applied behavior analysis; behavior management strategies and techniques relating to pupils who experience atypical control problems; routine record keeping techniques.

Ability to:

Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs; train and provide leadership to other staff members; appropriately manage student behavior and guide students toward more acceptable social behaviors; utilize a variety of instructional materials and procedures to enhance a positive educational environment; perform routine clerical tasks and operate a variety of educational and office related machines and equipment; communicate effectively in oral and written form; appreciate human diversity; understand and carry out oral and written instructions; establish and maintain cooperative working relationships; comply with the District's customer service standards, as outlined in Board policy.

Education/Experience:

Any combination equivalent to: Completion of college level course work in child development, special education or a related field and one year of experience working with school aged children, including at least six months experience working with autistic children in discrete trial/intensive behavior instruction. Discrete Trial Training through an approved program is desirable.

License/Certificate Requirement:

Possession of a valid California Driver's License.

Pass a District proficiency test in English usage, language arts and math or have passed CBEST or have completed two years of college.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a classroom setting with travel between school sites.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.