

# 4J SCHOOL DISTRICT

<b>Job Title:</b>	INSTRUCTIONAL ASSISTANT SEVERELY DISABLED	Dot #: 099.327-010
<b>Work Hours:</b>	6.25 hours daily/9 1/2 months per year.	
<b>Job Summary:</b>	<ul style="list-style-type: none"> <li>·Assists the teacher in planning and instituting behavioral management programs.</li> <li>·Provides services that enables severely disabled students the opportunity to benefit from education.</li> <li>·Performs instructional assistance to teacher and variety of tasks in support of preparation for educational process.</li> <li>·Duties range from (incidentally required) toileting, feeding, personal hygiene guidance to (more emphasized) instructional program implementation and motor skills development.</li> <li>·Provides specific vocational training support in a variety of community settings for students 18-21 years of age, classroom support to students 14-17 years of age.</li> <li>·Duties can include driving during workshift to various community work sites to monitor students activities.</li> </ul>	
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>·High school diploma or equivalent.</li> <li>·Previous training, education or experience in instructional techniques and behavioral management and modification preferably toward disabled students.</li> <li>·Previous training in basic clerical skills and demonstrate ability to type.</li> <li>·Must possess a valid driver's license.</li> </ul>	
<b>ESSENTIAL JOB FUNCTIONS:</b> (Constantly over 2/3 time, Frequently 1/3-2/3 time, Occasionally under 1/3 time, Rarely under 10% time)		
<b>Physical:</b>	<ul style="list-style-type: none"> <li>·<b>Standing/Walking/Mobility:</b> Frequently; throughout workshift while performing classroom duties or in community worksite.</li> <li>·<b>Sitting:</b> Occasionally/Frequently; while performing classroom duties and driving between assigned areas.</li> <li>·<b>Lift/Carry:</b> Frequently, 1-15 pounds; classroom instructional materials, books, office or cleaning supplies. Occasional lifting estimated up to 25-50 pounds; boxes of records or while assisting student in physical activities.</li> <li>·<b>Bending/Twisting:</b> Frequently; at knees/waist to and from seated position, while filing, if in office setting. Actual repetitions depend on specific requirement of assigned student/job assignment.</li> <li>·<b>Push/Pull:</b> Occasionally; using both hands and arms exerting a force of 10-25 pounds while assisting students in physical education instruction, maneuvering students' wheelchair, restraining disruptive behaviors, moving equipment, etc.</li> <li>·<b>Climbing/Balancing:</b> Occasionally; may occur in physical education class while assisting student in or climbing stair at worksites.</li> <li>·<b>Kneeling/Crouching:</b> Occasionally; may be required while assisting student in physical activities or may occur while restraining student's disruptive behavior.</li> <li>·<b>Hands/Arms:</b> Constant use of both in reaching/handling/grasping/fingering/gripping while performing a variety of physical and administrative duties. Overhead reaching is required.</li> <li>·<b>Sight/Hearing/Speech:</b> Constantly; to provide instructional assistance to student. Assignment may require hand/eye coordination, depth perception and peripheral vision depending on assignment.</li> <li>·<b>Other Physical Demands:</b> may occur in sports related activity or restraining aggressive behavior to include jumping, running, throwing, awkward positions, etc.</li> </ul>	
<b>Mental:</b>	<ul style="list-style-type: none"> <li>·Constant mental alertness required in supervising activity of assigned students to anticipate behaviors of student and maintain safe, educational environment.</li> <li>·Must possess necessary communication skills, written and oral to complete assignments.</li> <li>·Must be able to read, write speak English. Possess interpersonal skills to work well with various types of disabled students.</li> <li>·Must be able to adapt to work pressures that can include frequent interruptions, quick response to potentially hazardous situation, and multiple tasks.</li> <li>·Must be able to work independently with assigned students and exercise creative problem solving ability.</li> <li>·Must be able to provide leadership skills to provide guidance and appropriate behavioral corrections to assigned students.</li> </ul>	
<b>Work Conditions:</b>	<p>Work is performed 80%-90% within the school classroom or community work setting. Up to 20% is an outdoor, educational setting such as physical education, walking or while driving from school to worksite.</p> <p>Hazards may include normal driving hazards, slippery surfaces, aggressive behaviors by students.</p> <p>Equipment: General office equipment, computer, 10-key, copier, sports equipment and personal vehicle.</p>	

## **Instructional Assistant Severely Disabled**

### **Consultant's Comments:**

Physical and mental demands of this position are largely governed by the activities required by the assigned student. These assignments can be within school classroom environment or within a variety of community work settings depending on age of student. Physical demands are often determined by the support services required by the individual student and their disability. In evaluating whether an individual can perform these tasks, actual job assignment should be scrutinized closely.

The proposed work setting for the upcoming school term includes half-day school office training setting and half-day community worksite. The community work setting will be a combination of the United Methodist Church and Eugene Public Library. Job coaching (demonstrating/monitoring) include custodial cleaning and pre-school daycare activities. This general job analysis is to provide the physician and the rehabilitation service provider a general overview of various demands normally associated with this position.