

Infant Developmental Assistant I

Definition

An Infant Care Practitioner, under the direction of the Infant Program instructor or certificated staff, will assist developmentally delayed or at risk for delay students and their families. This assistance will help provide academic, social, emotional and physical growth in a supportive environment within the special education program and the regular school environment by performing instructional, clerical and support duties as assigned.

Essential Duties

1. Assist the teacher in providing special education instruction and related services for identified special education infants;
2. Assist in preparing classroom and instructional materials;
3. Assist in preparing lesson plans;
4. Assist in teaching individual students or small groups;
5. Assist in inventory, storage, and handling of instructional materials and equipment;
6. Maintain discipline and monitor the room in the instructor's absence;
7. Assist students with washing, toileting, feeding and other personal needs;
8. Assist with clerical and record keeping duties;
9. Assist students on and off the bus;
10. Assist in supervising students on the playground;
11. Assist in cleaning the room and facilities;
12. Assist with regular classroom liaison and instructional support for mainstreamed special education students;
13. May assist with home-based instruction;
14. Assist in play-based and individual development assessment process;
15. Participate in the IEP/IFSP (Individualized Education Plan/Individualized process as needed);
16. May assist with Casemis Data Entry;
17. Work with entire families; parent education and support;
18. Assist in transportation to school and/or medical appointment;
19. Assist with inclusion of children into community programs within their district;
20. Implement indirect language stimulation under the supervision of certificated staff; and
21. Participate in the IFSP (Individualized Family Service Plan) process as needed.

Qualifications

Ability to:

1. Perform the major duties and responsibilities in an acceptable manner;
2. Work with children or students with exceptional needs;
3. Maintain a positive and encouraging manner of interacting with students and parents;
4. Have appearance and mannerisms that will set good examples for children and parents;
5. Relate well with parents and families;
6. Have an understanding of early child development;
7. Understand specific disabilities (such as Autism, Down's Syndrome, Cerebral Palsy, etc.);
8. Work collaboratively with community infant staff and Special Ed Support Team

Experience:

1. Some experience in working with infants and toddlers with exceptional needs;
2. Experience as an instructional aide desirable
3. Behavioral management techniques preferred;
4. Knowledge of augmentative communication preferred. Picture Exchange communication System, Sign Language, Assistive communication devices e.g. Big Mac switch and other switch toys;
5. Enhanced Skills in Supporting Families dealing with disability, illness, and loss;
6. Project Team (Team Strategies in Everyday Routines and Activities to meet family outcomes);
7. Core Training: Early Start Statewide Institute, building competencies for early intervention providers and coordinators.

Education:

1. High school diploma or equivalent.
2. Training in play-based curriculum preferred;
3. Certified in Pediatric first aide and CPR

License:

Valid California Driver's License.

Infant Development Assistant II

Must have earned 60 college units in addition to the duties and qualifications as described above.

PHYSICAL DEMANDS: 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

3

While performing the duties of this job, the employee is regularly required to reach with hands and arms. The employee frequently is required to stand, walk, sit and talk or hear. The employee is occasionally required to use hands to finger, handle, or feel objects, tools or controls; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift 40 pounds and or push/pull up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee occasionally works near moving mechanical parts in some vocational settings. The noise level in the work environment is usually moderate. The employee is frequently exposed to infection at a greater risk than the average person. May be directly responsible for the safety and well-being of students.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

adopted 5/97, amended 10/97; Revised 2/2002, RevISED 12/2004