

ELEMENTARY INTERVENTION PROGRAM ASSISTANT
(GRADES K-3)

DEFINITION

Under the direction of a District psychologist, a Primary Intervention Program Assistant assists in providing enhanced learning and social experiences for selected high risk primary students (K-3) and carries out duties aimed at achieving goals established jointly by the District psychologist and the teacher. The work need not be performed in the presence of the psychologist, but the psychologist retains responsibility for instruction. The assistant shall not assign grades to pupils or give out any personal information concerning any pupil to any person other than teachers, administrators, or concerned PIP staff members.

DISTINGUISHING CHARACTERISTICS

This position is authorized only in connection with establishment of the Primary Intervention Program and adequate funding. This is a specially funded position, and continued employment is contingent upon availability of funds.

The position requires someone to work with minimal supervision, largely outside of the classroom with individuals and small groups of students. The incumbent will be tolerant of various personalities and accepting of individual differences.

This is an hourly position with a variable schedule not to exceed 15 hours per week.

ESSENTIAL FUNCTIONS:

Assists individuals and small groups of primary students under the supervision of a District psychologist.

Participates in conferences, in-service training sessions, and supervision meetings to review student progress and techniques.

Uses conversation, creative play materials, and games with individual children experiencing school adjustment problems.

Helps build confidence and self-esteem in children through one-to-one and/or small group interactions.

Provides feedback to the District psychologist, the principal, teachers, and other school personnel.

Organizes materials as needed.

May type or reproduce a wide variety of written and graphical materials.

May attend parent group meetings.

Maintains progress notes for students.

Provides appropriate reinforcement for the systematic management of student behavior as directed by the psychologist.

Performs related duties as assigned.

QUALIFICATIONS

Successful completion of the District Instructional Assistant Proficiency Test.

Knowledge of:

Correct English usage, spelling, grammar, and punctuation; games, arts and crafts, and other activities suitable for elementary school children; the social, emotional, and learning needs of primary age school children.

Ability to:

Work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise; relate effectively with children; talk with children and establish an atmosphere to encourage their expression of feelings and ideas; establish rapport and warm, meaningful relationships with referred children; listen non-judgmentally to children and to accept individual differences; actively participate in in-services training which may involve personal growth exercises or role playing; organize and supervise children in individual and group activities; understand and follow oral and written instructions; keep records and make reports; speak and write the English language fluently; communicate effectively with children, teachers, and parents.

Experience

Experience in supervising and organizing children's activities; experience with students in school settings is desirable but not required; experience in independent work setting requiring minimal direction is highly desirable, but not required.

Education

Equivalent to the completion of high school. Courses and/or in-service in psychology, child development, communication skills, recreation, or related fields are preferable, but not required. (Responsible experience may be substituted for required education on a year-for-year basis).

Approved: 7/23/88; Revised 7/96