



## PERSONNEL COMMISSION

**Class Code: 0479**  
**Salary Range: 20 (C1)**

### INSTRUCTIONAL ASSISTANT - CDC GUIDANCE

#### JOB SUMMARY

Under general supervision, provide problem intervention and support for children participating in Child Development Center Programs (Preschool Age, School Age Care, Latchkey, California State Preschool, Educare); provide training to parents, individually or in groups, in effective parenting skills; provide support strategies to center personnel for dealing effectively with difficult children and parents; perform related duties as assigned.

#### EXAMPLES OF DUTIES

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Observe students referred by center personnel for problem intervention. **E**
- Determine various strategies and/or appropriate referrals to share with the center teachers and the parents of children exhibiting problematic behavior. **E**
- Schedule conferences with parents, center staff and, when appropriate, elementary school staff to facilitate a team approach to dealing with children's behavioral challenges. **E**
- Participate as an essential member of the Child Development Center (CDC) support services unit, working cooperatively with program coordinators, nurse and parent education teacher. **E**
- Provide inservice training to center teachers and child care workers in effective ways of correcting problematic behavior in center students. **E**
- Establish effective working relationships with a significant variety of county, city and community-based resource and referral agencies which may provide support services for CDC children and their families. **E**
- Make presentations to groups such as parent committees or community assemblies to explain program goals and expectations. **E**
- Make reports, verbally or in writing, to coordinating teachers and program coordinators regarding results of parent guidance conferences designed to improve student behavior. **E**
- Keep aware of contemporary developments in strategies for effective parenting in an urban setting. **E**
- May administer first aid or necessary physical assistance to ill or distressed students.

- May assist program coordinators investigate instances of alleged fraud and deceit regarding parental eligibility for subsidized child care services.

*Note: At the end of some of the duty statements there is an italicized **E** which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

### **DISTINGUISHING CHARACTERISTICS**

The Instructional Assistant - CDC Guidance is a knowledgeable participant who develops and disseminates effective guidance strategies and techniques to parents and CDC staff with children who exhibit problematic behaviors such as wetting, biting, tantrums, defiance and manipulation. An incumbent in this classification will be expected to assist with the correction of inappropriate behaviors in children ages 2-10. An incumbent will also be expected to be available to meet with parents at a variety of locations (work sites, homes, centers) and times (6:30 a.m., lunch period, after 5:30 p.m.).

### **EMPLOYMENT STANDARDS**

#### **Knowledge of:**

Concepts of child development and behavior, and behavior intervention and modification.

Counseling and other family support services available to children and parents over a wide range of income levels.

General classroom management techniques.

Basic material regarding effective child care and preschool programs.

Group behavior and group dynamics.

Correct English usage, spelling, grammar, and punctuation.

Basic report writing.

First aid.

#### **Ability to:**

Provide parents and CDC teachers with a wide variety of techniques and strategies designed to improve students' problematic behavior.

Observe and analyze student response to behavior modification techniques implemented by parents and/or teachers.

Work well with parents and teachers to encourage children to demonstrate consistent patterns of positive behavior.

Effectively communicate with coordinating teachers, program coordinators and members of the CDC support services unit concerning successes and continuing problems regarding individual children and teachers.

Inform parents and the public about the goals and expectations of the Child Development programs.

Give first aid or necessary physical comfort to ill or distressed students.  
Understand and carry out oral and written instructions.  
Initiate, schedule and conduct guidance conferences with parents and teachers, occasionally at unusual times and in unconventional settings.  
Identify and provide referrals to community resources to parents of children with significant behavior problems.  
Demonstrate sensitivity to the various cultural differences among CDC clients and staff.  
Demonstrate a positive role model for CDC clients.  
Inform and enforce CDC policies regarding such matters as attendance, student behavior and parental conduct.  
Motivate parents and staff to implement suggested strategies and techniques for modifying problematic student behavior.  
Prepare clear and concise reports including accurate records of events, observations or conversations.

**Education and Training:**

Consistent with the No Child Left Behind Act of 2002 and other related legislation, candidates for this classification must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or
2. Attainment of an Associate of Arts degree or higher degree; Or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

In addition to the above standards, applicants must provide proof of completion of college-level coursework relating to the activities of this classification, such as early childhood education, sociology, mental health, psychology, guidance and counseling and social work.

**Experience:**

Two years of structured experience in working with preschool or school age children and parents.

Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education.

**SPECIAL REQUIREMENTS**

Positions in this classification require the use of a personal automobile and the possession of a valid California Class C driver's license.

**WORKING ENVIRONMENT**

Considerable travel from center to center.  
Incumbents may conduct home or work site visitations with parents as necessary.  
May include early morning, weekend and evening work to accommodate the scheduling of guidance meetings and/or presentations.

**PHYSICAL DEMANDS**

Some crouching, kneeling or crawling on floor to observe and converse with students.

*AMERICANS WITH DISABILITIES ACT*

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

**APPOINTMENT**

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

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