

Placentia-Yorba Linda Unified School District:

**George Key School: Special Education Teacher's Aide for
Moderate-Severe Behaviors**



PSY 585: Personnel Psychology

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Information Gathering

Introduction

George Key School opened its doors in 1972, belonging to the Placentia Yorba-Linda School District which includes 34 schools and 24,296 students (pylusrd.org). This school exclusively instructs an extensive curriculum to special education students. It is stated in the school mission that the curriculum has a focal point of communication, independence, and life skills in a safe environment (georgekey.org). Students throughout the school range in age from kindergarten through adulthood with the oldest student enrolled being twenty-two years old. The class we analyzed instructs six different students, all with cognitive disabilities, aged 9-14. Due to the students' disabilities, the classroom model is highly unique. These severe disabilities include but are not limited to autism, down syndrome, and attention deficit disorder. The students in the classroom are unable to communicate verbally, except for one student. The students struggle with emotional and behavioral disabilities that aides work to dissolve. The six kids are instructed by their teacher and three teacher's aides, Monday through Friday, 9:00 A.M. - 3:30 P.M. Special Education Teacher's Aides at George Key School assist teachers with day-to-day lessons, classroom, and playground activities for students with severe cognitive disabilities.

Background Information

Background information was collected from multiple sources in order to begin our foundation of knowledge on the Special Education Teacher's Aide position. Collecting preliminary information on this position provided us with background knowledge when conducting our interviews and observations. We began our collection of information on the position using the Occupational Information Network (ONET) (See Appendix A). This source provided us with key starting points for the job task analysis. Our findings indicated that the

position was not thoroughly covered through ONET. The online source covered positions titled "Teacher's Assistant", which did not cover the full scope of the position we were evaluating. Although we had hoped this would be a useful source of research, the information proved to be very general. These discoveries encouraged us to delve deeper, embarking on further data collection. Our research team began searching for the specific job application for the position we were analyzing. This expanded our data, supplying us with essential elements of the job. We utilized the online application portal for educational teaching positions, Edjoin. Edjoin proved to be a valuable source of information as it gave us a specific outline of the job (See Appendix B). This source gave us a better scope of the job we planned to analyze, ensuring we went into observations and interviews with some knowledge of the occupation.

Analyst Observations

In order to get a better understanding of the Special Education Teacher's Aide position, our analytical team decided to conduct on-site observations in the classroom. This decision aimed to investigate real-life scenarios, giving us an in-depth analysis of the teacher's aide position. Our first set of observers went to observe the class in Placentia, California. arrived at the campus on October 25, 2023, at approximately 11:00 A.M. Upon arrival, we met the teacher's aide who permitted our observations at the school entrance. When we arrived on site, the students were at recess, so we began our observation on the playground. We were able to observe the children in a candid state as they played with the playground equipment. There were two teacher's aides supervising the children on the playground, while the teacher was in the classroom documenting a behavioral incident that had previously taken place, prior to our arrival. There were four people working in cubicles, while the director had a room at the front of the office, with a door.

Our observations on the playground lasted around 10 minutes, then we proceeded to go into the classroom and further observe. While we were observing the classroom setting, we witnessed the students struggling with behaviors that had to be resolved by the teacher and the teacher's aides. Behaviors refer to unsafe or harmful behavioral outbursts such as hitting, spitting, throwing items, or self-injury (Lasseerre et al., 2022). The behaviors escalated from moderate to severe levels of aggression, including physical hitting and yelling. As a result, the teacher and the teacher's aides then had to physically restrain the student. Once the intensity increased, the teacher decided to remove the student from the class environment and take the student on a calming walk. While on the walk, the aides who remained in the classroom collaborated with each other to resolve the intense situation that had just occurred with the other students. They incorporated interventions, including playing calming music, and projecting scenic ocean videos in order to redirect the student's attention to more soothing activities.

They continued these activities until approximately 12:00 P.M. At this time, the teacher and teacher's aides agreed it was a good time to begin preparation for the students' lunches. Some students came to school with lunches from home, which were held in the lunch cabinet inside the classroom. The teacher's aides unlocked the cabinet and took out those students' lunches. One teacher's aide would focus on getting the at-home lunches while another would go to the cafeteria to retrieve the pre-made lunches provided by the school. The teacher's aide walked to the cafeteria, with us following behind. Once the aide arrived at the cafeteria, they would communicate with the cafeteria attendant their classroom number as well as the students' names that they needed. The aide then brought the lunches back to the class in a lunch tray. One aide had to cut up the student's lunch to prevent any choking hazards.

Once the aides had prepared everyone's lunches, it was time for lunch to begin at around 12:10 P.M. One aide would carry the lunch cart with all of the students' lunches while the others gathered the children and walked them to the courtyard outside where they all ate lunch together. They opened the lunch boxes and sat with the students as they began their lunch session. The aides separated the children to different tables and mainly observed the students as they were eating. Four of the students were able to eat their lunches on their own, while the other two had to be fed by the teacher's aides. Once the students finished their lunches, our one-hour observation was complete. While this observation was extremely plentiful, our analytical team recognized the limitations of a single observation. We scheduled for a second observation in the beginning of November to enhance our knowledge.

A subsequent observation took place on November 9, 2023, at approximately 11:30 A.M. This observation was different from the first and allowed us to see how the aides adapt to their ever-changing environment of working with this student population. Upon arrival, the teacher briefed our observational team on the incident that had occurred earlier in the week. This situation had lasting effects on the facilitation of the class for the remainder of the week. In previous days, one of the students was having a very difficult time dealing with behaviors, ultimately jeopardizing the safety of everyone in the classroom. The teacher sent the child home for the remainder of the week. The teacher explained that when these situations arise, the class shifts to calming strategies. The calming strategies could be anything from playing soothing music to holding the student's hand (See Appendix E).

Aides were instructed to try and separate the kids into two groups and do activities that would relax them, after witnessing the violence exhibited by the student who was sent home earlier in the week. The teacher projected a cartoon movie to the classroom. Some students

watched the movie, while others completed other activities that calmed them. One student was placed in a bungee cord chair and was quietly focused on watching the movie. She kept trying to take off her shoes and the aides continued to put them back on to reinforce a habit of keeping their shoes on. Another student was given headphones and a laptop to watch his own movie, though he would sometimes shout out things happening in his movie. There was a student seated in the back of the class with a helmet on. He stayed quiet and the aides occasionally came to him to interact with him, giving him physical reinforcements like high-fives and rubbing his hands. The other two students were seated at their desks distanced from one another. They were mostly focused on the movie, but they would occasionally scream out random words. This allowed us to get a clear picture of the dynamics of the classroom after a severe behavior had occurred. The aides engaged in thoroughly communicating with each other and tending to anything that the students may want or need.

At approximately 12:00 P.M., the aides agreed it was time to have lunchtime with the students. Lunchtime procedures mirrored those of the first observation, with the only difference being where the students ate. The aides, as well as the teacher, all agreed upon eating lunch indoors today, since it was a more calming and familiar environment for the students. An aide went to retrieve the lunches from the cafeteria, and she was accompanied by one of the students because he had expressed he wanted to go with her. The student who followed the aide had high-functioning autism so he would often run off while the aide was trying to get the lunches. When this would happen, she would have to run after him and try to redirect him to collecting the lunches. After the first few times of him trying to run away, the aide held the student's hand and continued to remind him of the task at hand. Getting the lunches took approximately five minutes.

Once they returned to the classroom, the aides began lunch inside the classroom and fed the students while they watched the movie on the projector. Each aide and the teacher focused on one child at a time during lunch. This allowed us to see how the aides motivate their students to do daily tasks. They encouraged and redirected them multiple times throughout lunchtime to persuade them to eat their lunches. Lunchtime lasted approximately 20 minutes and following lunch, the aides agreed to allow the students some playground time. The playground was directly outside of the classroom so once the teacher announced playtime, some students ran out of the classroom to the playground while others needed assistance in walking to the playground. The aides worked to help the students get to the playground to meet the other students who had already gone. Aides were doing things like putting helmets on the children and tying their shoes, ensuring their safety on the playground. This playground time allowed us to get a clear picture of how the aides worked with the students individually and tended to their various needs.

Most of the students liked to play independently and did not interact with each other, so the aides engaged in play time with the students on the playground individually. One aide was at the swings with two of the kids pushing them and showing them how the swings worked. Another aide was watching a student ride a bike on the playground while another was playing music on their phone and dancing with the student. The students and aides stayed at the playground for the remainder of our observation. Observations on the playground allowed us to truly see how the aides have to tend to every need of the students. We watched as aides utilized various resources, including personal phones to entertain and comfort students.

In summation of all of our observational examinations, our team acquired valuable insights into the flexibility, adaptability, and resilience necessary for the successful execution of the job. Dedication and teamwork were demonstrated in the continued coordinated efforts by the

teacher and teacher's aides throughout the observations. Progressing through our job analysis, these observations will serve as a resource for developing a complete understanding of the essential knowledge, skills, and abilities crucial to the teacher's aide position.

Incumbent and Supervisor Interviews

The next stage in our data collection for our job analysis were interviews with teacher's aide incumbents and their supervisor. Interviews typically involve incumbents and supervisors of the occupation due to their familiarity with the position, making them subject matter experts on the job (Gatewood et al., 2015). Interviews were essential to our analysis as they permitted us first-hand information from subject matter experts. Incumbents were initially interviewed to gather information. Their Supervisor was subsequently interviewed in order to verify incumbent information and provide information that may not be available to employees (Gatewood et al., 2015). A Supervisor interview also allowed us to diminish any sense of distortion or inflation that the incumbents may have stated in their interviews. Conducting these interviews with current teacher's aide incumbents and their supervisor allowed us to get a deeper understanding of the roles, significance, and duties surrounding this job.

The first interview we conducted with one of the special education teacher's aides took place via Zoom on October 28, 2023, at approximately 10:00 A.M. Due to geographical distances putting limitations on meeting times, our analytic team decided Zoom would be the best way to conduct our interviews. Every interview we conducted consisted of one interviewee and two interviewers, one focused on asking the questions while the other focused on writing down the information stated in the interview. Prior to the interview, our team drafted a list of 17 structured interview questions to ask the incumbents (See Appendix C). This would work as a guide as we conducted our interviews. At the start of the interview, we decided to inform the

interviewee of the purpose of our interview as well as assure their anonymity in any information they provided.

While the questions we drafted before the interview were useful, probing follow-up questions proved to be the most helpful in getting more in-depth responses from our interviewees. One critical piece of information that was learned through this initial interview was about the hiring process of a special education teacher's aide. When we had asked "Are there any licenses or certifications required to be hired?" and "Are there any prior experiences that were required before hire?". The only experience that was required by the district was to have experience with children. After they were offered a position, job candidates were then taken for a fingerprint scan. Then when candidates were hired, the incumbent mentioned that they had the option to take training sessions on de-escalation techniques, which they chose to complete themselves, but was not a requirement at the time of hiring. We will be keeping this information in mind as we discuss what selection tests should be used for hire.

Our second interview took place on October 29, 2023, at approximately 3:00 P.M. This interview supplied us with a lot of information surrounding interventions and tools utilized by special education teacher's aides. We were able to get an in-depth description of how attentive and adaptive teacher's aides have to continually be when working with their students. Special education students oftentimes struggle with aggressive behaviors and we learned a lot about the tools that teacher aides use in order to soothe these behavioral issues. The incumbent explained the sensory room on campus that is utilized consistently throughout the week. They explained that the room is designed to provide a comfortable environment that supports individuals in managing sensory challenges or seeking sensory input. The room consists of items like soft

lighting, stimulating textures, calming colors, weighted blankets, and seating like bean bags and cushions. Aides take students to the sensory room on a need basis.

In addition to the sensory room, aides readily utilize objects called "visuals". These visuals are small squares that exhibit pictorial commands and objects easily understood by students. The incumbent explained how the visual can be anything from a command like "sit", "eat", "stand up", or "clap". Furthermore, a visual can also be a picture exhibiting objects like chips, a ball, or an animal. Students prefer certain visuals over others, and the aide explained how you have to learn what visuals to show the students in order to calm them down. When asked a probing question, "How do you assist in the intervention for students who struggle with behaviors?" The interviewee explained how when behavioral outbursts become severe they use tools like keflar sleeves and mats in order to restrain the children. This gave us huge insights into how critical these behaviors are.

Our third interview took place on November 4, 2023, at approximately 10:00 A.M. The interview lasted approximately an hour and they were administered the same questions as the previous interviews. This interview proved to bring us novel information as well, which we appreciated as we felt we were getting more information as we investigated different perspectives. This interviewee brought to our attention a critical issue that had not been identified in previous interviews, the pervasive problem of understaffing and lack of resources within their classroom. This perspective gave us a different understanding of the challenges faced by special education students as well as teacher's aides. Despite the lack of resources, he did mention the strong sense of unity and support within their classroom. He emphasized that support is readily available and needed to successfully execute the job. In addition, he made sure to clarify the importance of heightened awareness when working with special education students.

He stated how you constantly have to look over your shoulders and supervise every student because physical instances can occur unexpectedly.

Once we completed interviews with the incumbents, we decided to conduct an interview with their supervisor in order to make sure the information we collected from the incumbents was accurate. This interview took place on November 6, 2023, via Zoom. We decided to tailor the interview questions to the supervisor to get more in-depth answers (See Appendix D). He was able to explain to us the essential knowledge and skills needed for the teacher's aide position. He explained that the aides are frequently moving classes, and the students can be transferred at any time. This could be at the whim of the parent if they feel their child should be with a different class. Pressures of the class sometimes get to the teacher's aides as well, making staffing for the position quite challenging.

The different perspectives of the supervisor position gave us insights into the difficulties and perseverance needed to work in this environment. This interview validated information collected from incumbents and gave us different perspectives on how complex the job is. Following our interviews with incumbents and their supervisor, our team gathered all of the notes and information into one document we all had access to. Reviewing all of our data, we decided to discuss further avenues of information gathering that we were unable to conduct due to practical implications.

Other Information Gathering Methods

Though we were able to gather a substantial amount of information through the interviews and observations, there are other information-gathering methods we could consider utilizing in the future. Considering the intensity of the job, our team deemed a working journal as a reliable source of information. This would provide us with further insights into the job that

could not be obtained when we were not observing or interviewing the incumbents. It would help ensure that we collect information that they may have failed to mention during these times.

Although this could supply us with more in-depth knowledge, we also want to ensure that incumbents do not give us incorrect information. To counteract this, we can consider interviewing the principal of the school. Although we interviewed the incumbent's direct supervisor, interviewing the principal could be an additional source of information to strengthen our data. Despite these limitations, we decided to proceed to the next phase of our job analysis, using the information we already collected. The next step in our job analysis involves creating task statements that clearly define the responsibilities associated with the position.

Task Statements

Development of Task Statements

Task statements are the incumbent's duties or tasks within their role. With the completion of the incumbent interviews and observations, our team compiled a list of task statements (see Appendix F). An important component of generating task statements is to create statements that are easy for readers to understand (Gatewood et al., 2015). If raters have a clear understanding of the task statements, it will reduce any errors being made. When composing task statements, there are four features to account for: a specific action verb, stating the object of the verb, the expected output of the action, and materials, tools, procedures, or equipment that are used (Gatewood et al., 2015). When we created our task statements, we worded each statement following the format of what (action verb), to who, why, and how. These four components will provide professionals with a clear outline of the information needed for each task statement.

Once the task statements were finalized, they were categorized into recurring themes. For the Special Education Teacher Aide's task statements, the tasks were categorized by safety-related tasks, in-class activities, out-of-class activities, documentation, and miscellaneous

(see Appendix F). After our task statements were created and grouped into their respective categories, the incumbents rated them based on how important the task was and how frequently it was performed. With the collection of ratings from the incumbents and supervisors, we can identify the most important and frequently performed tasks and use selection tests for these tasks.

Rating Task Statements

Getting feedback from the incumbents and supervisors is crucial because it allows us to determine which task statements are relevant to the role and whether we need to exclude any. We coordinated a time to meet the three incumbents and a supervisor at the George Key School and brought the rating scale to them. Once the task statements were finalized, we created a chart with our task statements based on how frequently the task was performed and how important the task was. The supervisor was also given the rating scale because the supervisor knew the responsibilities and tasks performed for the role, which gave us more clarity on the position and diminished any distortion in ratings by the incumbents.

In our questionnaire, directions were given to the incumbents and supervisor, asking them to rate the task statements based on: a) how frequently you perform the task at work and b) how important or critical the task is at your work. Each incumbent provided two ratings for each of the task statements. The first rating of frequently performed tasks was measured on a 5-point Likert Scale, "Never" as 1, "Rarely" as 2, "Occasionally" as 3, "Frequently" as 4, and "Continuously" as 5. Similarly, the second rating of the importance of a task was measured on a 5-point Likert Scale, "Not important" as 1, "Somewhat" as 2, "Important" as 3, "Essential" as 4, and "Critical" as 5. The incumbents alternated filling out the rating scale we gave them to ensure supervision of the children. We had the incumbents and supervisor fill out the rating scale in a secluded area outside of the classroom to enable focus on the task statements and give accurate

ratings. We made ourselves available by standing nearby to answer any questions or if they needed clarifications on how to proceed. One of the incumbents was not present that day so our team emailed her with the rating scale. We explained to her the purpose of the task statements and the deadline we needed it by.

After collecting the rating scale responses, we calculated the averages of each task statement based on frequency and importance (see Appendix G). Our team assessed which task statements were most important and which ones we needed to exclude. We used a cutoff score method to determine which task statements were most important. We decided that for a task to be considered most important, it must receive a mean importance rating of 4.75 and above and a mean frequency rating of 4.25 and above. Based on our cutoff scores, these were the task statements found to be most important according to the Special Education Teacher Aide role:

- Walks each student to their specific bus at the end of the day to ensure that they make it safely.
- Aids the teacher in informing students of the curriculum outline through their IEP.
- Focuses students to complete tasks and assignments instructed by the teacher.
- Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.
- Collects observational data on student behavior to assess progress and adjust interventions accordingly.
- Develops de-escalation techniques individualized to students to manage challenging situations.
- Assists students in completing tasks to achieve set goals from their IEP.

- Documents poor student behaviors in order to track the frequency of the occurrence.
- Documents any instances of physical altercations resulting in cuts, bruises, or marks.
- Monitors/keeps track of the progress that students make toward their IEP goals.

These were the task statements found to be the most important to the incumbents and the supervisors. It aligned with what the incumbents and supervisors talked about in the interviews, emphasizing the importance of teaching the children the necessary skills for growth and independence. These ratings clearly showcase the duties that are most important to perform in this role as a Special Education Teacher Aide.

These task statements that were selected as most important were from the subgroups we created. The task statement, "Walks each student to their specific bus at the end of the day to ensure that they make it safely," corresponds to the "Safety-Related Tasks" subgroup. To add on, "Aids the teacher in informing students of the curriculum outline through their IEP focuses students to complete tasks and assignments instructed by the teacher," "Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks," "Collects observational data on student behavior to assess progress and adjust interventions accordingly," "Develops de-escalation techniques individualized to students to manage challenging situations," and "Assists students in completing tasks to achieve set goals from their IEP," corresponds to the in-class activity subgroup. Lastly, "Documents poor student behaviors to track the frequency of the occurrence," "Documents any instances of physical altercations resulting in cuts, bruises, or marks," and "Monitors/keeps track of the progress that students make toward their IEP goals" corresponds to the documentation subgroup.

Our team decided if a task were irrelevant, it would have a mean importance rating of 3.75 and a mean frequency rating of 3.50 and below. Based on our cutoff scores, this task statement was rated least relevant according to the Special Education Teacher Aide role:

- Assists students in modified physical education activity in order to improve their physical fitness and abilities.

In our task statements, we found that a lot of the aides rated the task statements highly, and there was only one task statement that was rated low. We kept this task statement because although it is not rated highly on importance, it is frequently done and can not be overlooked to ensure the children are in good shape. A lot of the task statements were rated high because the aides need to perform the tasks consistently to provide quality care to the students. From the interviews and observations we held, hearing the incumbents' and supervisors' insights accurately portrayed their responsibilities of the role. The knowledge of these task ratings showcased the amount of work the special education teacher aide puts in to successfully fulfill their duties. We identified the most important tasks, and now we are able to assess the knowledge, skills, and ability to perform the role.

Knowledge, Skills, and Ability Statements

Development of KSAs

In the process of developing a job analysis, it is essential to define the relevant knowledge, skills, and abilities (KSAs) necessary for effective performance in the specific occupation of interest. Knowledge is defined as “a body of information, usually of a factual or procedural nature, about a particular domain that makes for successful performance of a task” (Gatewood et al., 2016). Skill is defined as “an individual’s level of proficiency or competency in performing a specific task” (Gatewood et al., 2016). Ability is defined as “a more general,

enduring trait or capability an individual possesses when the person first begins to perform a task” (Gatewood et al., 2016). The formulation of a KSA begins with first stating what the knowledge, skill, or ability is, for example, “skill in data entry” or “ability to testify orally as an expert witness”.

The development of KSAs are made after finalizing the list of task statements and assessing which KSAs would be important in adequate task performance. Each group member was tasked with creating ten KSA statements that were collectively agreed to be the most accurate representations of the job position. The final list of KSAs consisted of 24 statements and were categorized into four behavioral dimensions: Policies and Procedures, Physical Abilities, Interpersonal Interactions, and Mental and Emotional Abilities (See Appendix H). The Policies and Procedures category assesses the KSAs of classroom policies as well as operating classroom equipment. The Physical Abilities category assesses the physical demands of the job, such as the “ability to move quickly” and the “ability to restrain an agitated child”. The Interpersonal Interactions category assesses the specific abilities needed for effective verbal and written communication between students, co-workers, and the supervisor. Lastly, the Mental and Emotional Abilities category assesses an individual's cognitive and psychological capacities, such as problem-solving skills, resilience, and emotional intelligence.

KSA Ratings

Once we finished developing our KSAs, we proceeded to print and distribute the rating surveys to the incumbents. The incumbents were instructed to rate each statement based on how important they believed it to be for the job. Importance was rated using a Likert scale consisting of five points: *1 (Not Important)*, *2 (Somewhat Important)*, *3 (Important)*, *4 (Essential)*, or *5 (Critical)*. The incumbents were also asked to rate the KSAs based on whether the KSA was

acquired before working as a teacher's aide or if they acquired it on the job. The purpose of this scale was to determine when the teacher's aide acquired the knowledge, skill, or ability necessary for the job. This is important to know because it allows us to understand which KSAs are learned on the job and which KSAs are expected to have before starting. This was rated on a two-point scale with *1 (Acquired Before the Job)* and *2 (Acquired on the Job)*. Four KSAs were acquired on the job while the rest were acquired before the job. The ones that were required on the job were:

- Knowledge of Individualized Educational Plans (IEPs).
- Knowledge of responsibilities of being a mandated reporter.
- Ability to operate classroom equipment (e.g., projector, monitor, visual aids).
- Ability to physically restrain an agitated elementary to high-school student.

All KSAs had a mean rating of at least four and above, indicating that they are essential to perform the job (See Appendix I). Only one KSA had a mean rating of 4 which was “Knowledge of Individualized Educational Plans”, one KSA had a mean rating of 4.25 which was “Ability to move quickly”, and the remaining KSAs had a mean rating of 4.75. All KSAs were kept in the finalized list since the mean ratings were so high, signifying that incumbents deemed each KSA to be crucial for the job.

Task-KSA Linkages

Following the assessment of the KSA ratings, we proceeded to the last phase of our job analysis, which involved connecting the KSAs to specific job tasks, also referred to as task-KSA linkages. This step is crucial in the job analysis process as it enables us to confirm the significance of the KSAs in relation to job performance. Linking tasks to KSAs also helps identify which selection tests should be employed, which is the final goal of the job analysis. Appendix J contains a detailed breakdown of the task-KSA linkages.

We generated our task-KSA linkage table using Google Documents, ensuring that every team member had easy access and could make edits collaboratively. The task statements were oriented vertically, on the left side of the spreadsheet, and the KSAs were oriented horizontally on the top of the page. The rating scale was labeled at the top from 1 (*Not important*) to 5 (*Crucial*). One group member was tasked with creating all the tables.

After formulating the ratings, we reached out to the incumbents for a final round of input. There were 840 linkages to be rated, so they were split equally amongst the four incumbents, resulting in each incumbent rating 210 linkages. For a professional job analysis, each incumbent would rate the entire collection of linkages. However, due to the time constraints of the project and the amount of linkages we created, we decided it was more reasonable to divide the ratings. One group member was tasked with printing the task-KSA ratings and distributing them to the incumbents. If any incumbents had any questions or concerns about completing the ratings, this group member gave her number so they could easily text or call for assistance. Incumbents were given a day to complete the ratings and send them back to the group members via email.

The majority of KSAs were rated “very important” or “crucial” for the performance of at least one task statement. Some tasks required a specific KSA to complete, resulting in that KSA being rated as not important for other tasks that did not require it. For example, incumbents found that the KSA “Skill to engage in creative thinking” is crucial (5) for the task “Tailors curriculum to the unique needs of the student to achieve IEP goal” but was found to be not important (1) for the task “Cleans up after students if accidents occur”. In another example, incumbents found that the KSA “Knowledge of being a mandated reporter” is crucial (5) for the task “Reports any instances of suspected sexual abuse for the safety of the student to the supervisor”, but was found not to be important (1) for the task “Supervises students in going to

the restroom so they can complete this task safely”. These findings suggest that the majority of the KSAs outlined in the job analysis are deemed essential for effectively carrying out at least one significant task statement. The linkages will also help establish a basis for suggesting selection tests tailored to assessing each vital KSA for achieving successful job performance.

Selection Test Recommendations

Based on all the information we have collected from our job analysis, we have now determined all the necessary tasks and KSAs that are required to perform the essential functions of a special education teacher's aide for moderate to severe behavior students. From the incumbent ratings, we have determined four KSA dimensions to be the most crucial in performing essential tasks: Policy and Procedures, Physical Abilities, Mental and Emotional Abilities, and Interpersonal Interactions. The following selection tests have been decided as the best measures of these KSA dimensions: structured interview, background check, personality test, and physical ability test. The associations of each selection test and each behavioral dimension are illustrated in the table below.

	Structured Interviews	Background Check	Personality Tests	Biodata
Policies and Procedures	X			X
Physical Abilities	X			X
Interpersonal Interactions	X	X	X	X
Mental and Emotional Abilities	X	X	X	X

Table 1.1 Selection Tests and KSA Dimensions

Structured Interviews

Structured interviews is a recommended selection test that can measure all of the crucial KSAs (policies and procedures, physical abilities, interpersonal interactions, and mental and emotional abilities). All applicants will be asked the same questions in the same exact order to provide consistent results and to prevent any biases that may occur through casual, unstructured interviews. Questions in a structured interview will include situation-based and experience-based questions to examine each behavioral dimension to the fullest extent. Experience-based questions will help assess the KSA dimensions of Policies and Procedures, Interpersonal Interactions, and Mental and Emotional Abilities. For Policies and Procedures, experience-based questions can determine an applicant's skill and experience using certain classroom technology and appropriate classroom etiquette. For Interpersonal Interactions, experience-based and situation-based questions can assess past experiences that applicants have had working with children as well as their ability to work with others effectively. Mental and Emotional Abilities can also be assessed using situation and experience-based questions. Questions can be asked about their past experience in working in stressful work environments, their problem-solving or leadership skills, and their emotional stability. Overall, a structured interview will help hiring managers obtain information on all essential behavioral dimensions for the job position.

Structured interviews have been found to have high inter-rater reliability. While unstructured interviews only have a validity of $r_{xy} = .20 - .30$, structured interviews have relatively high validity scores of $r_{xy} = .45 - .60$. The utility of structured interviews is high but may be costly to administer to all applicants. Therefore, structured interviews should only be administered after applicants have passed all pre-screening methods and have been determined to meet the minimum qualifications for the role. When questions are carefully selected to only ask

information pertaining to the applicant's ability to perform the essential functions of the job, there is typically low adverse impact reported.

Background Check

Reference data, specifically a background check, is recommended as a selection test considering the vulnerable population that applicants would be working with. This selection test is one that is already implemented by the school district and one that we recommend to continue to be used. Background checks are typically done by investigative agencies and will provide information confirming "resume and application information, educational achievements, credit ratings, police and driving records, personal reputation, lifestyle, and other information" (Gatewood & Barrick, 2016). Background checks will provide much more in-depth information than other sources, such as previous employers or personal references, will be able to.

Conducting thorough background checks will also help employers build a defense against potential future negligent hiring claims. However, background checks can cost several hundred dollars per applicant and may take days to complete. Given the high cost and time required to complete, we recommend this procedure only be completed after the applicant has passed the other selection tests. If the applicant passes all other selection tests and is determined to be a good fit, they may be given a contingent offer, in which they must pass the background check before being officially hired.

While reference checks have been widely used as a selection measure, there has been little research evidence regarding the reliability and validity of this measure. Reliability and validity estimates have not been found to be reported for background checks. Background checks have been found to cause adverse impact on minorities, specifically, African Americans and Latinos. However, it is critical for applicants to show a clear criminal record for this role because

applicants will be working closely with children and will be responsible for the safety of the children they work with. If any incidents occur, the school may be liable and be sued for negligent hiring, thus, we have concluded that background checks are essential in completing the hiring process.

Personality Tests

While there is some controversy around using personality tests, it may be important, for this particular role, to assess specific personality dimensions of applicants. A number of our KSAs are related to personality dimensions of conscientiousness, emotional stability, and extraversion. Some of our KSAs, such as the ability to work in stressful environments, maintain calm in all situations, or skill in practicing patience, may be measured through an emotional stability scale. KSA items, such as “Knowledge of responsibilities of being a mandated reporter”, “Skill in classroom cleanliness and organization”, or “Ability to have perseverance to maintain quality care for students”, can be measured through a conscientiousness scale. An extraversion scale can assess KSAs such as “Ability to project and maintain positive energy”, “Ability to control situations and assert authority”, or “Ability to maintain a cooperative working relationship with coworkers”. Each of these KSAs have been rated high in importance therefore, it is worthwhile to consider adding personality tests in the selection process to account for these items.

The validity for conscientiousness and emotional stability have been found to have moderate validity estimates of $r_{xy} = .24$ and $r_{xy} = .17$, respectively. The validity for extraversion is $r_{xy} = .21$, and while it may not be a relevant criterion for some jobs, it appears to be a relevant characteristic for the current position. The test-retest reliability estimates for the Five-Factor Model of Personality have been found to be relatively high. Test-retest reliability estimates for

each dimension in the model are reported to range from $r_{xx} = .87 - .92$. Personality tests have been shown to have relatively low adverse impact, especially in comparison with cognitive tests (Gatewood & Barrick, 2016).

Biodata Inventories

Biodata items will also be used to assess the four critical KSA dimensions. Biodata inventories are an extension of applicant banks and can be used to assess past experiences and life history of an applicant. For the Policies and Procedures dimension, biodata will allow hiring personnel to assess if applicants are able to follow policies and procedures as well as past experiences of working in a classroom setting. Physical Abilities may also be assessed with biodata as we did not include a test to specifically measure their physical abilities. Biodata inventories can reveal the applicant's communication skills and interpersonal relations to assess the Interpersonal Interaction dimension. It will also be useful in assessing how well an applicant can control their emotions and their ability in decision making. Biodata inventories can provide supplemental information to a structured interview.

Biodata inventories have been shown to provide excellent criterion-related validity, $r_{xy} = .35$, for various job performance criteria. Biodata items should be carefully developed to prevent any potential for adverse impact. After developing the items, a scoring key must also be created for each of the biodata items. Empirical scoring or rational scoring may be used. Empirical scores are created when biodata items are administered to current employees and we analyze the answers that good performers selected, compared to poor performers. Items will then be retained if the item is able to distinguish between a good and poor performer. In rational scoring, responses that are theoretically consistent with the behavioral item that the dimension intended to assess will receive a higher weight. When comparing the criterion-related validities of these two

methods following a cross-validation, rational and empirical scored measures show similar criterion-related validities.

Conclusion

After careful examination of the information we collected about essential tasks and KSAs, the following selection tests were identified to be used in the selection process for a special education teacher's aide for moderate to severe behavior students: structured interview, background check, personality test, and biodata inventories. Selection tests are a critical part of the selection and hiring process for organizations to hire the best candidate suited for the job. Examining the essential KSAs needed to perform the job has allowed us to determine which selection tests would be most suited to measure those KSAs. We are confident that our recommendations will enhance the selection process of identifying the most suited candidates possessing the essential knowledge, skills, and abilities for this job.

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APPENDIX A:

Special Education Teaching Assistant O*Net Summary Report

Special Education Teaching Assistant O*Net Summary Report

Teaching Assistants, Special Education

25-9043.00

Updated 2023

A subset of this occupation's profile is available. Data collection is currently underway to populate other parts of the profile.

Assist a preschool, elementary, middle, or secondary school teacher to provide academic, social, or life skills to students who have learning, emotional, or physical disabilities. Serve in a position for which a teacher has primary responsibility for the design and implementation of educational programs and services.

Sample of reported job titles: Special Education Aide, Special Education Paraprofessional, Special Education Teacher Assistant

Contents

Occupation-Specific Information

Tasks

- *Assist in bus loading and unloading.*
- *Assist librarians in school libraries.*
- *Attend staff meetings and serve on committees, as required.*
- *Carry out therapeutic regimens, such as behavior modification and personal development programs, under the supervision of special education instructors, psychologists, or speech-language pathologists.*
- *Clean classrooms.*
- *Discuss assigned duties with classroom teachers to coordinate instructional efforts.*

- *Distribute teaching materials, such as textbooks, workbooks, papers, and pencils, to students.*
- *Employ special educational strategies or techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, or memory.*
- *Enforce administration policies and rules governing students.*
- *Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.*
- *Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.*
- *Instruct students in daily living skills required for independent maintenance and self-sufficiency, such as hygiene, safety, or food preparation.*
- *Laminate teaching materials to increase their durability under repeated use.*
- *Maintain computers in classrooms and laboratories, and assist students with hardware and software use.*
- *Observe students' performance, and record relevant data to assess progress.*
- *Organize and label materials and display students' work in a manner appropriate for their eye levels and perceptual skills.*
- *Organize and supervise games and other recreational activities to promote physical, mental, and social development.*
- *Participate in teacher-parent conferences regarding students' progress or problems.*
- *Prepare classrooms with a variety of materials or resources for children to explore, manipulate, or use in learning activities or imaginative play.*

- *Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.*
- *Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review.*
- *Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, supervised role-playing methods, or by reading aloud.*
- *Provide assistance to students with special needs.*
- *Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities, such as restrooms.*
- *Requisition and stock teaching materials and supplies.*
- *Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.*
- *Take class attendance and maintain attendance records.*
- *Teach socially acceptable behavior, employing techniques such as behavior modification or positive reinforcement.*
- *Tutor and assist children individually or in small groups to help them master assignments and to reinforce learning concepts presented by teachers.*
- *Use computers, audio-visual aids, and other equipment and materials to supplement presentations.*
- *Carry out therapeutic regimens, such as behavior modification and personal development programs, under the supervision of special education instructors, psychologists, or speech-language pathologists.*
- *Clean classrooms.*

Technology Skills

Computer based training software — Appletree; Padlet; Quizlet; Schoology

Database user interface and query software — Automate the Schools ATS; Blackboard software; Special Education Student Information System SESIS; Student information systems SIS software

Desktop communications software — ClassDojo; ParentSquare; Tadpole

Electronic mail software — Email software; Microsoft Outlook

Video creation and editing software — Flipgrid; Loom

Calendar and scheduling software — High School Scheduling and Transcript HSST

Computer based training software — Appletree; Padlet; Quizlet; Schoology;

Database user interface and query software — Automate the Schools ATS; Blackboard software; Special Education Student Information System SESIS; Student information systems SIS software

Desktop communications software — ClassDojo; ParentSquare; Tadpoles

Device drivers or system software — Screen magnification software; Screen reader software

Electronic mail software — Email software; Microsoft Outlook

Internet browser software — Web browser software

Multimedia educational software — Kahoot!; Seesaw

Occupational Requirements

Detailed Work Activities

- Maintain student records.
- Assist students with special educational needs.

- *Monitor student performance.*
- *Set up classroom materials or equipment.*
- *Supervise school or student activities.*
- *Teach life skills.*
- *Assist other educational professionals with projects or research.*
- *Clean facilities or work areas.*
- *Collaborate with other teaching professionals to develop educational programs*
- *Create technology-based learning materials.*
- *Develop instructional materials.*
- *Develop strategies or programs for students with special needs.*
- *Discuss student progress with parents or guardians.*
- *Display student work.*
- *Distribute instructional or library materials.*
- *Document lesson plans.*
- *Enforce rules or policies governing student behavior.*
- *Evaluate student work.*
 - *Implement therapeutic programs to improve patient functioning.*
- *Lead classes or community events.*
- *Maintain clean work areas.*
- *Maintain computer equipment or software.*
- *Maintain inventories of materials, equipment, or products.*
- *Plan educational activities.*
- *Serve on institutional or departmental committees.*

- *Teach others to use technology or equipment.*
- *Tutor students who need extra assistance.*

Experience Requirements

Job Zone

Title

Job Zone Three: Medium Preparation Needed

Education

Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.

Related Experience

Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Job Training

Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

Job Zone Examples

These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include hydroelectric production managers, desktop publishers, electricians, agricultural technicians, barbers, court reporters and simultaneous captioners, and medical assistants.

APPENDIX B:

Special Education Aid Job Description

Special Education Aid Job Description

Sped Aide II Specialized - Repost

Placentia-Yorba Linda Unified School District

**Open to PYLUSD Permanent Employees, substitutes and external applicants.
Interviews will begin with Permanent Applicants Qualified for an Interview.**

SALARY:	\$19.41 - \$23.64 (Range 19)
LOCATION:	George Key School
WORK YEAR:	9.5 months per year, 5 days per week, 3.75 hours per day Shift Hours: Monday – Friday 9:00 a.m. – 12:45 p.m.
Number of Paid Days:	204
Work Calendar Number:	1009 (Found at www.pylusd.org)
Test Information	<u>Instructional Aide Testing (ESSA):</u> Please contact Human Resources to schedule an appointment at 714-985-8410 . –OR– Complete 48 semester units of college course work. (See Job Description/See Attachment)
CLOSING DATE:	Thursday, March 16, 2023, at 4:30 p.m.

Lateral/Voluntary Demotion Transfers Applies to all Permanent PYLUSD Employees:
PYLUSD employee must complete the "Classified Employee Transfer and/or Voluntary Demotion" Request Application on www.edjoin.org/transfer or at our district website under the Human Resources page.

Non Lateral Application Applies to all Permanent PYLUSD Employees:
If applying for a position that is not in your same class or job title, complete the EdJoin application found at <https://www.edjoin.org/pylud> or at our district website under the Human Resources page.

All previously submitted transfer request forms have been considered.

Questions:
Call Classified Human Resources,
(714) 985-8405 or (714) 985-8415

DEFINITION:

To assist teachers in the conduct of lessons and other classroom or playground activities for individuals with exceptional needs who require specialized physical health care services; and to provide functional intensive training and conditioning to individuals and small and large groups in learning academic subjects.

DISTINGUISHING CHARACTERISTICS:

Work assigned to this class can be distinguished from lower level positions by working with the more severe students and providing specialized physical health care services. Incumbents are expected to possess specialized knowledge related to the needs of moderate to severe students and/or their specialized physical health care needs.

SUPERVISION RECEIVED AND EXERCISED:

Receive immediate supervision from higher level supervisory staff.

ESSENTIAL ELEMENTS OF THE POSITION: Duties may include, but are not limited to, the following:

1. Assist teachers by providing individual assistance to students in functional academic areas, positive behavior support, and self-care.
2. Help students with activities in development of small muscles and eye-hand coordination.
3. Leads activities designed to help students achieve motor control and body awareness.
4. Observes behavior of students carefully to see they do nothing to injure themselves or others.
5. Helps settle student disputes.
6. Sets up work areas and prepares materials for functional academics, crafts, and other instructions.
7. Sets up exhibits, displays, and collections; operates audio-visual equipment.
8. Supervise the loading and unloading of students on school buses.
9. Maintains routine records and assist in performing minimal clerical tasks such as typing.
10. Duplicating, filing, and taking attendance.
11. Attend to students specialized physical needs including but not limited to, basic self-care of feeding, and toileting.
12. Provide specialized physical health care services (Per CA Education Code 49423.5 (d) (2014)).
13. Specialized physical health care services include: catheterization, gastric tube feeding, suctioning, or other services that require medically related training.
14. Supervise students on the playground in the bathroom, on school buses and on educational field trips.
15. Confer, as needed, with teachers concerning programs and materials to meet student needs.
16. May participate in staff meetings and in-service training programs for aides and other staff.

APPENDIX C:
Incumbent Interview Questions

Incumbent Interview Questions

1. What are some of the main responsibilities of your role?
2. What is the overall purpose of your role?
3. What are some tasks you complete on a day-to-day basis?
4. What are some things that you don't do very frequently but are important when you do them?
5. What are the skills or knowledge that are crucial in performing the essential functions of your job?
6. What are some problems that you often have to solve in your role?
7. When are times that you have to make decisions in your job and what kind of decisions are typically?
8. What are typical errors that are made in your job and how would you resolve those errors?
9. Are there any licenses or certifications required to be hired?
10. Are there any technological softwares that you need to learn in your job?
11. Are there any prior experiences that were required before hire?
12. Are there any physical demands in completing your role?
13. Are there any personal attributes (personality traits, physical characteristics, special aptitudes) required by the job?
14. What skills do you need to be successful in this position?
15. Describe your working conditions.
16. How would you describe the successful completion of your daily duties?
17. What are some difficulties faced in your role?

APPENDIX D:
Supervisor Interview Questions

Supervisor Interview Questions

1. What are some of the main responsibilities of the special education teacher's aide role?
2. How do teacher's aides help you in the classroom?
3. What is the overall purpose of your role?
4. What are some tasks you delegate to teacher's aides to complete on a day-to-day basis?
5. What are some things that you delegate to aides that they don't do very frequently but are important when you do them?
6. What are the skills or knowledge that are crucial in performing the essential functions of the teacher's aide role?
7. What are some problems that you often have to solve in your role as a teacher?
8. How do aides help you to solve these problems when they do arise?
9. What are typical errors teacher's aides make and how would you resolve those errors?
10. Are there any licenses or certifications required to be hired as a teacher's aide?
11. Are there any technological softwares that you need to learn in the teacher's aide position?
12. Are there any prior experiences that are required before the job from the teacher's aides before they were hired?
13. Are there any physical demands in completing the teacher's aide position?
14. Are there any personal attributes (personality traits, physical characteristics, special aptitudes) that teacher's aides possess that you think make the job run more smoothly?
15. What skills do you need to be successful in the teacher's aide position?
16. Describe your working conditions in the school environment?
17. How would you describe the successful completion of your daily duties working with the teacher's aide?
18. What are some difficulties teacher's aides face when working in this position?

APPENDIX E:
Classroom Calming Strategies

Classroom Calming Strategies

Rm. 917 Strategies:

- 1. Separate out your class into two groups*
- 2. Look at your class schedule and adjust it to focus on fun and safe activities that are engaging for your students. For example, 3 students would go to the playground while the other group goes to sensory. One group to sensory while one remains in class for video or music. All activities should be reinforcing and preferred in nature. For the time being reduce demands as much as possible*
- 3. Review each student's BIP or SAP and then create individual boxes for each student that will include:*
 - First/Then schedule*
 - Leveled reinforcers*
 - Sensory reinforcements*
 - Simple activities that the student likes (ie books, puzzles, put-in activities, cause/effect)*
 - Any items the student requires (ear muffs, chewy, sensory items)*

APPENDIX F:

List of Task Statements

Task Statements

Safety-Related

1. Stays attentive to students and their behaviors to ensure a safe environment.
2. Observes children's behaviors carefully to know when behaviors need to be de-escalated.
3. Walks each student to their specific bus at the end of the day to ensure that they make it safely.
4. Isolates students while they are exhibiting problem behaviors for the safety of themselves and those around them.
5. Communicates effectively with the other aides and the teacher to ensure the safety of all students.

In Class Activities

1. Considers daily routine with students consisting of weather, calendar, and time in order to acclimate them to their environment.
2. Accompanies students to the sensory room to stimulate their senses for at least 40 minutes a day.
3. Shows students visuals in order to redirect them when they are beginning to exhibit problem behaviors.
4. Displays visual learning tools to students via smart board.
5. Aids the teacher in informing students of the curriculum outline through their IEP.
6. Maintains control of classroom materials by locking and unlocking them as required for scheduled activities.
7. Focuses students to complete tasks and assignments instructed by the teacher.
8. Finds engaging activities from the internet to teach skills (i.e., arts and crafts, educational videos, and music).
9. Tailors curriculum to the unique needs of the student to achieve IEP goals.
10. Repeats tasks to students to discourage avoidance of tasks.
11. Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.
12. Strategizes with other aides and teacher on how to achieve the goals outlined in the student's IEP.
13. Collects observational data on student behavior to assess progress and adjust interventions accordingly.
14. Develops de-escalation techniques individualized to students to manage challenging situations.
15. Provides task demonstrations for students offering a guide in task execution.
16. Assists students in completing tasks to achieve set goals from their IEP.

Out-of-Class Activities:

1. Promotes student physical activity during playground time.
2. Meets students at the bus stop to assist them off of the bus and into class to begin breakfast.
3. Administers snacks to students in order to fulfill their first snack requirement at 9:15 A.M.
4. Transports students to different areas throughout the school to complete mandatory tasks like occupational therapy and or physical therapy.
5. Prepares personalized breakfast for students in order to begin the day.
6. Retrieves personalized lunches from the cafeteria to ensure timely delivery to students.
7. Assists students in modified physical education activity in order to improve their physical fitness and abilities.

Documentation:

1. Documents poor student behaviors in order to track the frequency of the occurrence.
2. Documents any instances of physical altercations resulting in cuts, bruises, or marks.
3. Monitors/keeps track of the progress that students make toward their IEP goals.
4. Reports any instances of suspected sexual abuse for the safety of the student to the supervisor.

Miscellaneous:

1. Cleans up after students if accidents occur.
2. Sanitizes chairs and equipment used daily.
3. Supervises students in going to the restroom so they can complete this task safely.

APPENDIX G:

Task Statement Ratings

Task Statement Ratings

Directions: Our team is interested in learning more about your job. Below, we have created a list of tasks that may be performed in your role. Please use the rating scale provided to rate each task on **a) how frequently you perform the task at work and b) how important or critical the task is at your work.**

Frequency of Performance: 1 = Never 2 = Rarely 3 = Occasionally 4 = Frequently 5 = Continuously	Importance: 1 = Not important 2 = Somewhat 3 = Important 4 = Essential 5 = Critical
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	Frequency	Importance
Task Statements	Average	Average
Safety-Related Tasks		
Stays attentive to students and their behaviors to ensure a safe environment.	4.50	5
Observes children's behaviors carefully to know when behaviors need to be de-escalated.	4.25	4.75
Walks each student to their specific bus at the end of the day to ensure that they make it safely.	4.75	4.75
Isolates students while they are exhibiting problem behaviors for the safety of themselves and those around them.	4.50	4.75
Communicates effectively with the other aides and the teacher to ensure the safety of all students.	5	4.50
In-Class Activities		
Considers daily routine with students consisting of weather, calendar, and time in order to acclimate them to their environment.	4.50	3.75
Accompanies students to the sensory room to stimulate their senses for at least 40 minutes a day.	4.75	3.75

Shows students visuals in order to redirect them when they are beginning to exhibit problem behaviors.	4.25	3.75
Displays visual learning tools to students via smart board.	4.25	4
Aids the teacher in informing students of the curriculum outline through their IEP.	4.75	4.25
Maintains control of classroom materials by locking and unlocking them as required for scheduled activities.	4.50	4
Focuses students to complete tasks and assignments instructed by the teacher.	4.75	4.25
Finds engaging activities from the internet to teach skills (i.e., arts and crafts, educational videos, and music).	4.25	4.25
Tailors curriculum to the unique needs of the student to achieve IEP goals.	4.50	4.75
Repeats tasks to students to discourage avoidance of tasks.	4.50	4
Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.	4.75	4.50
Strategizes with other aides and teacher on how to achieve the goals outlined in the student's IEP.	5	5
Collects observational data on student behavior to assess progress and adjust interventions accordingly.	4.75	4.25
Develops de-escalation techniques individualized to students to manage challenging situations.	4.75	4.75
Provides task demonstrations for students offering a guide in task execution.	4.75	3.75
Assists students in completing tasks to achieve set goals from their IEP.	4.75	4.50

Out-of-Class Activities		
Promotes student physical activity during playground time.	4.75	3.50
Meets students at the bus stop to assist them off of the bus and into class to begin breakfast.	4.75	4.25
Administers snacks to students in order to fulfill their first snack requirement at 9:15 A.M.	4.75	3.25
Transports students to different areas throughout the school to complete mandatory tasks like occupational therapy and or physical therapy.	4.50	4.25
Prepares personalized breakfast for students in order to begin the day.	4.25	3.50
Retrieves personalized lunches from the cafeteria to ensure timely delivery to students.	4	4
Assists students in modified physical education activity in order to improve their physical fitness and abilities.	3.75	3.50
Documentation		
Documents poor student behaviors in order to track the frequency of the occurrence.	4.75	4.50
Documents any instances of physical altercations resulting in cuts, bruises, or marks.	4.75	5
Monitors/keeps track of the progress that students make toward their IEP goals.	4.75	5
Reports any instances of suspected sexual abuse for the safety of the student to the supervisor.	3.75	5
Miscellaneous		
Cleans up after students if accidents occur.	4.50	4.75
Sanitizes chairs and equipment used daily.	4	3.75
Supervises students in going to the restroom so they can complete this task safely.	4.50	4.75

APPENDIX H:

List of KSA Statements

KSA Statements**Policies and Procedures:**

1. Knowledge of Individualized Educational Plans (IEPs).
2. Knowledge of the responsibilities of being a mandated reporter.
3. Ability to operate classroom equipment (e.g., projector, monitor, visual aids).
4. Knowledge of effective appropriate de-escalation practices.
5. Knowledge of school policies regarding appropriate staff conduct.
6. Skill in classroom organization and cleanliness.
7. Skill in using internet search engines effectively.

Physical Abilities:

1. Ability to move quickly.
2. Ability to physically restrain an agitated elementary to high-school student.

Interpersonal Interactions:

1. Ability to detect verbal and nonverbal cues of children.
2. Ability to orally communicate effectively with elementary to high-school students.
3. Ability to maintain a cooperative working relationship with coworkers.
4. Ability to communicate effectively both orally and in writing with the supervisor.
5. Willingness to work with children.

Mental and Emotional Abilities:

1. Ability to work in high-stress environments.
2. Ability to maintain calm in all work situations.
3. Ability to have perseverance to maintain quality care for students.
4. Ability to project and maintain positive energy.
5. Skill in practicing patience.
6. Willingness to have compassion for kids.
7. Skill to engage in creative thinking.
8. Skill in exercising good judgment during emergency situations.
9. Ability to control situations and assert authority.
10. Ability to adapt to changing situations.

APPENDIX I:
KSA Ratings Survey

Knowledge, Skills, and Abilities (KSA) Ratings Survey

Please Rate the Following KSA's Based On:				
Importance:				
1 = Not Important	2 = Somewhat	3 = Important	4 = Essential	5 = Critical
When Acquired:				
1 = Acquired on the Job	2 = Acquired before the job			

KSA	Average Importance	When Acquired
Policies and Procedures		
Knowledge of Individualized Educational Plans (IEPs).	4	1
Knowledge of responsibilities of being a mandated reporter.	4.75	1
Ability to operate classroom equipment (e.g., projector, monitor, visual aids).	4.5	1
Knowledge of effective appropriate de-escalation practices.	4.75	2
Knowledge of school policies regarding appropriate staff conduct.	4.5	2
Skill in classroom organization and cleanliness.	4.75	2
Skill in using internet search engines effectively.	4.5	2
Physical Abilities		
Ability to move quickly.	4.25	2
Ability to physically restrain an agitated elementary to high-school student.	4.75	1

Interpersonal Interaction		
Ability to detect verbal and nonverbal cues of children.	4.75	2
Ability to orally communicate effectively with elementary to high-school students.	4.75	2
Ability to maintain a cooperative working relationship with coworkers.	4.75	2
Ability to communicate effectively both orally and in writing with the supervisor.	4.75	2
Willingness to work with children.	4.75	2
Mental and Emotional Abilities		
Ability to work in high-stress environments.	4.75	2
Ability to maintain calm in all work situations.	4.75	2
Ability to have perseverance to maintain quality care for students.	4.75	2
Ability to project and maintain positive energy.	4.75	2
Skill in practicing patience.	4.75	2
Willingness to have compassion for kids.	4.75	2
Skill to engage in creative thinking.	4.75	2
Skill in exercising good judgment during emergency situations.	4.75	2
Ability to control situations and assert authority.	4.75	2
Ability to adapt to changing situations.	4.75	2

APPENDIX: J

Task-KSA Linkage Rating

Task-KSA Linkage Rating

Rating Key (all sections)	1 = Not at all important	2 = Slightly important	3 = Moderately important	4 = Very important	5 = Crucial
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Safety-Related Tasks	Knowledge of Individualized Educational Plans (IEPs).	Knowledge of responsibilities of being a mandated reporter.	Ability to operate classroom equipment (e.g., projector, monitor, visual aids).	Knowledge of effective appropriate de-escalation practices.	Knowledge of school policies regarding appropriate staff conduct.
Stays attentive to students and their behaviors to ensure a safe environment.	2	4	4	5	5
Observes children's behaviors carefully to know when behaviors need to be de-escalated.	3	4	1	5	1
Walks each student to their specific bus at the end of the day to ensure that they make it safely.	2	1	1	2	1
Isolates students while they are exhibiting problem behaviors for the safety of themselves and those around them.	2	1	1	5	1
Communicates effectively with the other aides and the teacher to ensure the safety of all students.	2	1	1	5	1

Safety-Related Tasks	Skill in classroom organization and cleanliness.	Skill in using internet search engines effectively.	Ability to move quickly.	Ability to physically restrain an elementary to high-school student.	Ability to detect verbal and nonverbal cues of children.
Stays attentive to students and their behaviors to ensure a safe environment.	1	2	4	5	5
Observes children's behaviors carefully to know when behaviors need to be de-escalated.	1	3	3	1	5
Walks each student to their specific bus at the end of the day to ensure that they make it safely.	1	1	1	1	2
Isolates students while they are exhibiting problem behaviors for the safety of themselves and those around them.	1	2	4	5	5
Communicates effectively with the other aides and the teacher to ensure the safety of all students.	1	1	1	1	3

Safety-Related Tasks	Ability to orally communicate effectively with elementary to high-school students.	Ability to maintain a cooperative working relationship with coworkers.	Ability to communicate both orally and in writing with the supervisor.	Willingness to work with children.	Ability to work in high-stress environments.
Stays attentive to students and their behaviors to ensure a safe environment.	4	2	1	5	5
Observes children's behaviors carefully to know when behaviors need to be de-escalated.	2	1	2	5	3
Walks each student to their specific bus at the end of the day to ensure that they make it safely.	3	1	1	5	1
Isolates students while they are exhibiting problem behaviors for the safety of themselves and those around them.	2	2	1	5	5
Communicates effectively with the other aides and the teacher to ensure the safety of all students.	5	5	5	1	1

Safety-Related Tasks	Ability to maintain calm in all work situations.	Ability to have perseverance to maintain quality care for students.	Ability to project and maintain positive energy.	Skill in practicing patience.	Willingness to have compassion for kids.
Stays attentive to students and their behaviors to ensure a safe environment.	5	4	4	5	5
Observes children's behaviors carefully to know when behaviors need to be de-escalated.	4	5	3	5	5
Walks each student to their specific bus at the end of the day to ensure that they make it safely.	2	1	2	3	5
Isolates students while they are exhibiting problem behaviors for the safety of themselves and those around them.	4	4	2	5	5
Communicates effectively with the other aides and the teacher to ensure safety of all students.	3	3	4	4	4

Safety-Related Tasks	Skill to engage in creative thinking.	Skill in exercising good judgment during emergency situations.	Ability to control situations and assert authority.	Ability to adapt to changing situations.
Stays attentive to students and their behaviors to ensure a safe environment.	1	5	4	4
Observes children's behaviors carefully to know when behaviors need to be de-escalated.	1	5	5	5
Walks each student to their specific bus at the end of the day to ensure that they make it safely.	1	1	2	1
Isolates students while they are exhibiting problem behaviors for the safety of themselves and those around them.	3	5	5	5
Communicates effectively with the other aides and the teacher to ensure safety of all students.	1	2	1	2

In-Class Activities	Knowledge of Individualized Educational Plans (IEPs).	Knowledge of responsibilities of being a mandated reporter.	Ability to operate classroom equipment (e.g., projector, monitor, visual aids).	Knowledge of effective appropriate de-escalation practices.	Knowledge of school policies regarding appropriate staff conduct.
Considers daily routine with students consisting of weather, calendar, and time in order to acclimate them to their environment.	5	1	4	2	1
Accompanies students to the sensory room to stimulate their senses for at least 40 minutes a day.	5	1	4	2	1
Shows students visuals in order to redirect them when they are beginning to exhibit problem behaviors.	5	1	5	4	1
Displays visual learning tools to students via smart board.	4	1	5	3	1
Aids the teacher in informing students of the curriculum outline through their IEP.	5	1	5	2	3
Maintains control of classroom materials by locking and unlocking them as required for scheduled activities.	1	1	5	1	3
Focuses students to complete tasks and assignments instructed by the teacher.	5	1	2	2	1
Finds engaging activities from the internet to teach skills (i.e., arts and crafts, educational videos, and music).	5	1	5	1	1

In-Class Activities	Knowledge of Individualized Educational Plans (IEPs).	Knowledge of responsibilities of being a mandated reporter.	Ability to operate classroom equipment (e.g., projector, monitor, visual aids).	Knowledge of effective appropriate de-escalation practices.	Knowledge of school policies regarding appropriate staff conduct.
Tailors curriculum to the unique needs of the student to achieve IEP goals.	1	5	1	1	1
Repeats tasks to students to discourage avoidance of tasks.	1	1	1	1	3
Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.	1	2	1	1	4
Strategizes with other aides and teacher on how to achieve the goals outlined in the student's IEP.	1	1	1	1	3
Collects observational data on student behavior to assess progress and adjust interventions accordingly.	1	1	1	1	1
Develops de-escalation techniques individualized to students to manage challenging situations.	1	3	1	5	3
Provides task demonstrations for students offering a guide in task execution.	1	3	1	1	1
Assists students in completing tasks to achieve set goals from their IEP.	1	4	1	2	1

In-Class Activities	Skill in classroom organization and cleanliness.	Skill in using internet search engines effectively.	Ability to move quickly.	Ability to physically restrain an elementary to high-school student.	Ability to detect verbal and nonverbal cues of children.
Considers daily routine with students consisting of weather, calendar, and time in order to acclimate them to their environment.	5	1	1	5	1
Accompanies students to the sensory room to stimulate their senses for at least 40 minutes a day.	5	1	1	5	2
Shows students visuals in order to redirect them when they are beginning to exhibit problem behaviors.	5	1	1	5	2
Displays visual learning tools to students via smart board.	4	1	1	4	1
Aids the teacher in informing students of the curriculum outline through their IEP.	4	5	5	4	1
Maintains control of classroom materials by locking and unlocking them as required for scheduled activities.	1	3	1	2	1
Focuses students to complete tasks and assignments instructed by the teacher.	5	2	1	5	2
Finds engaging activities from the internet to teach skills (i.e., arts and crafts, educational videos, and music).	3	1	2	4	1

In-Class Activities	Skill in classroom organization and cleanliness.	Skill in using internet search engines effectively.	Ability to move quickly.	Ability to physically restrain an elementary to high-school student.	Ability to detect verbal and nonverbal cues of children.
Tailors curriculum to the unique needs of the student to achieve IEP goals.	1	5	1	1	1
Repeats tasks to students to discourage avoidance of tasks.	1	1	1	1	3
Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.	1	2	1	1	4
Strategizes with other aides and teacher on how to achieve the goals outlined in the student's IEP.	1	1	1	1	3
Collects observational data on student behavior to assess progress and adjust interventions accordingly.	1	1	1	1	1
Develops de-escalation techniques individualized to students to manage challenging situations.	1	3	1	5	3
Provides task demonstrations for students offering a guide in task execution.	1	3	1	1	1
Assists students in completing tasks to achieve set goals from their IEP.	1	4	1	2	1

In-Class Activities	Ability to orally communicate effectively with elementary to high-school students.	Ability to maintain a cooperative working relationship with coworkers.	Ability to communicate both orally and in writing with the supervisor.	Willingness to work with children.	Ability to work in high-stress environments.
Considers daily routine with students consisting of weather, calendar, and time in order to acclimate them to their environment.	5	1	1	5	1
Accompanies students to the sensory room to stimulate their senses for at least 40 minutes a day.	5	1	1	5	2
Shows students visuals in order to redirect them when they are beginning to exhibit problem behaviors.	5	1	1	5	2
Displays visual learning tools to students via smart board.	4	1	1	4	1
Aids the teacher in informing students of the curriculum outline through their IEP.	4	5	5	4	2
Maintains control of classroom materials by locking and unlocking them as required for scheduled activities.	1	3	1	2	1
Focuses students to complete tasks and assignments instructed by the teacher.	5	2	1	5	2
Finds engaging activities from the internet to teach skills (i.e., arts and crafts, educational videos, and music).	3	1	2	4	1

In-Class Activities	Ability to orally communicate effectively with elementary to high-school students.	Ability to maintain a cooperative working relationship with coworkers.	Ability to communicate effectively with the supervisor.	Willingness to work with children.	Ability to work in high-stress environments.
Tailors curriculum to the unique needs of the student to achieve IEP goals.	5	5	5	5	3
Repeats tasks to students to discourage avoidance of tasks.	5	1	1	5	4
Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.	5	2	1	5	2
Strategizes with other aides and teacher on how to achieve the goals outlined in the student's IEP.	1	5	5	5	2
Collects observational data on student behavior to assess progress and adjust interventions accordingly.	1	3	1	4	2
Develops de-escalation techniques individualized to students to manage challenging situations.	1	1	2	5	5
Provides task demonstrations for students offering a guide in task execution.	5	1	1	4	2
Assists students in completing tasks to achieve set goals from their IEP.	5	3	2	5	4

In-Class Activities	Ability to maintain calm in all work situations.	Ability to have perseverance to maintain quality care for students.	Ability to project and maintain positive energy.	Skill in practicing patience.	Willingness to have compassion for kids.
Considers daily routine with students consisting of weather, calendar, and time in order to acclimate them to their environment.	1	1	5	5	5
Accompanies students to the sensory room to stimulate their senses for at least 40 minutes a day.	3	4	5	5	4
Shows students visuals in order to redirect them when they are beginning to exhibit problem behaviors.	3	5	4	3	4
Displays visual learning tools to students via smart board.	3	4	1	1	4
Aids the teacher in informing students of the curriculum outline through their IEP.	3	3	3	5	5
Maintains control of classroom materials by locking and unlocking them as required for scheduled activities.	1	1	1	1	1
Focuses students to complete tasks and assignments instructed by the teacher.	4	5	5	5	5
Finds engaging activities from the internet to teach skills (i.e, arts and crafts, educational videos, and music).	1	2	2	5	5

In-Class Activities	Ability to maintain calm in all work situations.	Ability to have perseverance to maintain quality care for students.	Ability to project and maintain positive energy.	Skill in practicing patience.	Willingness to have compassion for kids.
Tailors curriculum to the unique needs of the student to achieve IEP goals.	3	5	4	4	5
Repeats tasks to students to discourage avoidance of tasks.	5	2	5	5	5
Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.	4	3	5	1	5
Strategizes with other aides and teachers on how to achieve the goals outlined in the student's IEP.	2	3	3	2	2
Collects observational data on student behavior to assess progress and adjust interventions accordingly.	1	1	5	2	3
Develops de-escalation techniques individualized to students to manage challenging situations.	3	5	4	3	4
Provides task demonstrations for students offering a guide in task execution.	4	2	5	5	5
Assists students in completing tasks to achieve set goals from their IEP.	5	4	5	5	5

In-Class Activities	Skill to engage in creative thinking.	Skill in exercising good judgment during emergency situations.	Ability to control situations and assert authority.	Ability to adapt to changing situations.
Considers daily routine with students consisting of weather, calendar, and time in order to acclimate them to their environment.	5	1	1	1
Accompanies students to the sensory room to stimulate their senses for at least 40 minutes a day.	5	1	2	1
Shows students visuals in order to redirect them when they are beginning to exhibit problem behaviors.	5	3	2	4
Displays visual learning tools to students via smart board.	5	1	1	4
Aids the teacher in informing students of the curriculum outline through their IEP.	3	1	1	1
Maintains control of classroom materials by locking and unlocking them as required for scheduled activities.	5	4	4	4
Focuses students to complete tasks and assignments instructed by the teacher.	4	1	1	1
Finds engaging activities from the internet to teach skills (i.e, arts and crafts, educational videos, and music).	4	1	2	4

In-Class Activities	Skill to engage in creative thinking.	Skill in exercising good judgment during emergency situations.	Ability to control situations and assert authority.	Ability to adapt to changing situations.
Tailors curriculum to the unique needs of the student to achieve IEP goals.	5	1	1	1
Repeats tasks to students to discourage avoidance of tasks.	5	1	2	1
Provides reinforcers/rewards to students to motivate performance in academic and social learning tasks.	5	3	2	4
Strategizes with other aides and teachers on how to achieve the goals outlined in the student's IEP.	5	1	1	4
Collects observational data on student behavior to assess progress and adjust interventions accordingly.	3	1	1	1
Develops de-escalation techniques individualized to students to manage challenging situations.	5	4	4	4
Provides task demonstrations for students offering a guide in task execution.	4	1	1	1
Assists students in completing tasks to achieve set goals from their IEP.	4	1	2	4

Out of Class Activities	Knowledge of Individualized Educational Plans (IEPs).	Knowledge of responsibilities of being a mandated reporter.	Ability to operate classroom equipment (e.g., projector, monitor, visual aids).	Knowledge of effective appropriate de-escalation practices.	Knowledge of school policies regarding appropriate staff conduct.
Promotes student physical activity during playground time.	3	1	1	4	1
Meets students at the bus stop to assist them off of the bus and into class to begin breakfast.	1	1	1	4	1
Administers snacks to students in order to fulfill their first snack requirement at 9:15 A.M.	1	1	1	1	1
Transports students to different areas throughout the school to complete mandatory tasks like occupational therapy and or physical therapy.	4	1	1	4	1
Prepares personalized breakfast for students in order to begin the day.	1	1	1	1	1
Retrieves personalized lunches from the cafeteria to ensure timely delivery to students.	1	1	1	1	1
Assists students in modified physical education activity in order to improve their physical fitness and abilities.	4	1	2	3	1

Out-of-Class Activities	Skill in classroom organization and cleanliness.	Skill in using internet search engines effectively.	Ability to move quickly.	Ability to physically restrain an elementary to high-school student.	Ability to detect verbal and nonverbal cues of children.
Promotes student physical activity during playground time.	1	1	4	3	4
Meets students at the bus stop to assist them off of the bus and into class to begin breakfast.	1	1	4	3	4
Administers snacks to students in order to fulfill their first snack requirement at 9:15 A.M.	1	1	3	2	1
Transports students to different areas throughout the school to complete mandatory tasks like occupational therapy and or physical therapy.	1	1	3	2	3
Prepares personalized breakfast for students in order to begin the day.	1	1	2	1	3
Retrieves personalized lunches from the cafeteria to ensure timely delivery to students.	1	1	2	1	1
Assists students in modified physical education activity in order to improve their physical fitness and abilities.	1	1	3	3	4

Out-of-Class Activities	Ability to orally communicate effectively with elementary to high-school students.	Ability to maintain a cooperative working relationship with coworkers.	Ability to communicate both orally and in writing with the supervisor.	Willingness to work with children.	Ability to work in high-stress environments.
Promotes student physical activity during playground time.	4	3	1	4	3
Meets students at the bus stop to assist them off of the bus and into class to begin breakfast.	4	1	1	4	4
Administers snacks to students in order to fulfill their first snack requirement at 9:15 A.M.	1	3	1	1	1
Transports students to different areas throughout the school to complete mandatory tasks like occupational therapy and or physical therapy.	4	3	1	4	4
Prepares personalized breakfast for students in order to begin the day.	1	3	1	1	1
Retrieves personalized lunches from the cafeteria to ensure timely delivery to students.	1	3	1	1	1
Assists students in modified physical education activity in order to improve their physical fitness and abilities.	4	3	1	4	4

Out-of-Class-Activities	Ability to maintain calm in all work situations.	Ability to have perseverance to maintain quality care for students.	Ability to project and maintain positive energy.	Skill in practicing patience.	Willingness to have compassion for kids.
Promotes student physical activity during playground time.	1	3	4	3	3
Meets students at the bus stop to assist them off of the bus and into class to begin breakfast.	1	1	3	3	3
Administers snacks to students in order to fulfill their first snack requirement at 9:15 A.M.	1	1	2	1	1
Transports students to different areas throughout the school to complete mandatory tasks like occupational therapy and or physical therapy.	4	3	4	4	5
Prepares personalized breakfast for students in order to begin the day.	1	3	1	1	1
Retrieves personalized lunches from the cafeteria to ensure timely delivery to students.	1	1	1	1	1
Assists students in modified physical education activity in order to improve their physical fitness and abilities.	4	4	4	4	4

Out-of-Class-Activities	Skill to engage in creative thinking.	Skill in exercising good judgment during emergency situations.	Ability to control situations and assert authority.	Ability to adapt to changing situations.
Promotes student physical activity during playground time.	1	1	4	4
Meets students at the bus stop to assist them off of the bus and into class to begin breakfast.	1	1	3	4
Administers snacks to students in order to fulfill their first snack requirement at 9:15 A.M.	1	1	3	3
Transports students to different areas throughout the school to complete mandatory tasks like occupational therapy and or physical therapy.	1	4	4	4
Prepares personalized breakfast for students in order to begin the day.	1	1	3	1
Retrieves personalized lunches from the cafeteria to ensure timely delivery to students.	1	1	1	1
Assists students in modified physical education activity in order to improve their physical fitness and abilities.	1	3	4	4

Documentation	Knowledge of Individualized Educational Plans (IEPs).	Knowledge of responsibilities of being a mandated reporter.	Ability to operate classroom equipment (e.g., projector, monitor, visual aids).	Knowledge of effective appropriate de-escalation practices.	Knowledge of school policies regarding appropriate staff conduct.
Documents poor student behaviors in order to track the frequency of the occurrence.	1	1	1	1	1
Documents any instances of physical altercations resulting in cuts, bruises, or marks.	1	1	1	1	1
Monitors/keeps track of the progress that students make toward their IEP goals.	5	1	1	1	1
Reports any instances of suspected sexual abuse for the safety of the student to the supervisor.	1	5	1	1	1

Documentation	Skill in classroom organization and cleanliness.	Skill in using internet search engines effectively.	Ability to move quickly.	Ability to physically restrain an elementary to high-school student.	Ability to detect verbal and nonverbal cues of children.
Documents poor student behaviors in order to track the frequency of the occurrence.	1	1	1	1	1
Documents any instances of physical altercations resulting in cuts, bruises, or marks.	1	1	1	1	1
Monitors/keeps track of the progress that students make toward their IEP goals.	1	1	1	1	1
Reports any instances of suspected sexual abuse for the safety of the student to the supervisor.	1	1	1	1	1

Documentation	Ability to orally communicate effectively with elementary to high-school students.	Ability to maintain a cooperative working relationship with coworkers.	Ability to communicate both orally and in writing with the supervisor.	Willingness to work with children.	Ability to work in high-stress environments.
Documents poor student behaviors in order to track the frequency of the occurrence.	1	1	1	1	1
Documents any instances of physical altercations resulting in cuts, bruises, or marks.	1	1	1	3	1
Monitors/keeps track of the progress that students make toward their IEP goals.	1	1	1	4	1
Reports any instances of suspected sexual abuse for the safety of the student to the supervisor.	1	1	1	1	1

Documentation	Ability to maintain calm in all work situations.	Ability to have perseverance to maintain quality care for students.	Ability to project and maintain positive energy.	Skill in practicing patience.	Willingness to have compassion for kids.
Documents poor student behaviors in order to track the frequency of the occurrence.	1	1	1	1	1
Documents any instances of physical altercations resulting in cuts, bruises, or marks.	1	1	1	3	1
Monitors/keeps track of the progress that students make toward their IEP goals.	1	1	1	1	1
Reports any instances of suspected sexual abuse for the safety of the student to the supervisor.	4	1	1	1	5

Documentation	Skill to engage in creative thinking.	Skill in exercising good judgment during emergency situations.	Ability to control situations and assert authority.	Ability to adapt to changing situations.
Documents poor student behaviors in order to track the frequency of the occurrence.	1	1	1	1
Documents any instances of physical altercations resulting in cuts, bruises, or marks.	1	1	1	1
Monitors/keeps track of the progress that students make toward their IEP goals.	1	1	1	1
Reports any instances of suspected sexual abuse for the safety of the student to the supervisor.	1	1	1	1

Miscellaneous	Knowledge of Individualized Educational Plans (IEPs).	Knowledge of responsibilities of being a mandated reporter.	Ability to operate classroom equipment (e.g., projector, monitor, visual aids).	Knowledge of effective appropriate de-escalation practices.	Knowledge of school policies regarding appropriate staff conduct.
Cleans up after students if accidents occur.	1	1	1	1	1
Sanitizes chairs and equipment used daily.	1	1	1	1	1
Supervises students in going to the restroom so they can complete this task safely.	1	4	3	4	1

Miscellaneous	Skill in classroom organization and cleanliness.	Skill in using internet search engines effectively.	Ability to move quickly.	Ability to physically restrain an elementary to high-school student.	Ability to detect verbal and nonverbal cues of children.
Cleans up after students if accidents occur.	4	1	4	1	4
Sanitizes chairs and equipment used daily.	4	1	3	1	4
Supervises students in going to the restroom so they can complete this task safely.	1	1	4	4	4

Miscellaneous	Ability to orally communicate effectively with elementary to high-school students.	Ability to maintain a cooperative working relationship with coworkers.	Ability to communicate both orally and in writing with the supervisor.	Willingness to work with children.	Ability to work in high-stress environments.
Cleans up after students if accidents occur.	4	1	1	3	1
Sanitizes chairs and equipment used daily.	1	3	1	1	1
Supervises students in going to the restroom so they can complete this task safely.	4	1	1	4	4

Miscellaneous	Ability to maintain calm in all work situations.	Ability to have perseverance to maintain quality care for students.	Ability to project and maintain positive energy.	Skill in practicing patience.	Willingness to have compassion for kids.
Cleans up after students if accidents occur.	1	1	1	1	1
Sanitizes chairs and equipment used daily.	1	1	1	1	1
Supervises students in going to the restroom so they can complete this task safely.	4	4	4	4	5

Miscellaneous	Skill to engage in creative thinking.	Skill in exercising good judgment during emergency situations.	Ability to control situations and assert authority.	Ability to adapt to changing situations.
Cleans up after students if accidents occur.	1	1	4	4
Sanitizes chairs and equipment used daily.	1	1	1	1
Supervises students in going to the restroom so they can complete this task safely.	1	4	4	5