



PARAEDUCATOR BEHAVIOR SUPPORT

Classification: Behavior Support

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Non-Exempt

Employee Group: EAP

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Employees assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the position change.

Part I: Position Summary

Paraeducators perform a variety of instructional, classroom support, and student supervision duties. In addition, this position will: provide social, emotional, behavioral and educational support for students with significant disabilities and support students with significant emotional regulation challenges. This is a 1:1 paraeducator positions that is indicated in the student's IEP.

Part II: Supervision and Controls over the Work

Paraeducators work collaboratively under the direction of the teacher, who assign specific responsibilities, and under the direct supervision of the principal or principal designee. Principal or principal designee provides training, direction, and guidance governing the performance of school-wide duties. Paraeducators are responsible for being familiar with the school/district policies and procedures which govern their work.

Paraeducators (special education) are responsible for being familiar with the school/district policies and procedures which govern their work, and for acquiring and applying knowledge of IDEA and Section 504 requirements.

Part III: Major Duties and Responsibilities

Duties may include, but are not limited to:

1. Works collaboratively by assisting teachers and specialists of assessment, student learning curriculum implementation, student interactions, enforcing safe behaviors, and enhancing social growth of student in the classroom and a variety of school settings. Such assistance is provided to students with special needs in one-to-one or small group situations.

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1. Applies special needs support as described in Individual Education Plans (IEPs). May participate in IEP meetings to contribute information on the student or to gain understanding of the special need interventions.
2. Provides support to teachers and BCBAs with activities such as data collection, small group instruction, collaboration with the district's Board-Certified Behavior Analyst to discuss data and interventions.
3. Implements behavior support and intervention plans as directed by a teacher and BCBA. Documents behavior of students to assist teacher in assessing progress with education plans. Maintains or assists with student weekly progress reports.
4. Model the use of replacement strategies/redirection and the utilization of self-monitoring systems when implementing behavior supports for students with behavioral challenges. Collects functional behavior assessment data on individual students and other data as directed by the case manager (teacher). Collaborates with other team members to ensure continuity of care for the student. Ensures the safety of students and staff when dealing with escalated behavior.
5. Assists students with common daily tasks such as eating, dressing, toileting, to include diapering. May teach independent living skills such as cooking, laundry, general personal hygiene and cleanliness.
6. Takes action, or assists in taking action, to restrain students who are at risk of harming themselves or others by following school/district-approved restraint/seclusion procedures.
7. Assists in implementing physical and occupational therapy plans by working with students to increase range of motion, mobility, and positioning.
8. Escorts students to and from recess and playground, to and from bus locations, and may be required to ride on the bus with student(s). Oversees student safety with activities such as recess and playground, lunch, bus duty, crossing guard duty, hallway supervision, in-school detention, etc.
9. Communicates with students and other staff members, and exercises discretion and assures protection of student's confidentiality consistent with building and district policies.
10. Provides instructional support to students in large groups, small groups, and one-to-one situations under the direction of the teacher.
11. Performs clerical duties such as making copies, operating office equipment, answering telephones, ordering materials, and record keeping.
12. Models appropriate behavior for students. Provides students with guidance and reinforcement

Perform other duties as assigned.

Part IV: Minimum Qualifications

1. Must have experience working or interacting successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of an associate's degree or two years (72 credits) of post-high school education in related areas of study. The education requirement may be substituted by successfully passing the State Approved Assessment.
3. Certified or able to become certified in first aid, CPR, and/or operation of defibrillators.
4. Current certification with behavior management, crisis intervention (Right Response, CPI, Secure, etc) or willing to be trained before being deployed to the assignment.
5. Ability to be trained in and successfully apply instructional and behavior intervention methodologies in such content areas as reading, writing, and mathematics, and in such special education areas as student restraint, safety, medication, and physical management and intervention systems.
6. Possess strong interpersonal skills and ability to work effectively and collaboratively as a team member.
7. Able to work in an environment with frequent interruptions and changing tasks and priorities.
8. Able to assist, console, and manage students who may be emotional, distraught, angry or frustrated.
9. Able to remain calm, focused and in control when working with students, parents, guardians, and community members who may be upset.
10. Able to follow written and verbal direction and take the initiative to seek clarity and take action when needed.
11. Be or become knowledgeable and supportive of classroom management and student discipline procedures.
12. Able to organize work and set priorities for accomplishing work in a timely and effective manner.

13. Able to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
14. Able to work collaboratively and effectively with staff, students, parents, volunteers, and community members. Ability to communicate effectively verbally and in writing.
15. Skill in the use of office and computer equipment and use of standard office software and student information system software.

Part V: Desired Qualifications:

1. Two years of experience that demonstrates the ability to work successfully with children in a learning environment.
2. Bilingual skills in a language(s) common to the student and the community.
3. Familiarity, or willingness and ability to be trained in areas of down syndrome, autism, multiple disabilities, mental health disorders, ADHD, etc.
4. Familiar with concepts and aspects of applied behavior analysis.
5. Registered Behavior Technician or Certified Behavior Technician.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee must lift and/or move 25 to 50 pounds, and may assist, move, or restrain students with greater weight when required to intervene in student safety issues.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or

airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood, bodily fluids, or other potentially infectious materials during the course of their duties.

The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels. The employee may be exposed to aggressive student behaviors including biting, hitting, kicking, and throwing of objects. May be required to wear and utilize safety equipment designed to minimize the risk of injury to the employee and to the student. The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.