

**SPECIAL EDUCATION PARAEDUCATOR**

(Behavior Management)

Grade 7

**Purpose Statement**

The job of Special Ed Paraeducator - Behavior Management is done for the purpose/s of providing support to the instructional program under the general supervision of a Board Certified Behavior Analyst and/or School Psychologist, supporting the coordination of a school behavior program designed to support students (in general and special education) who exhibit the most challenging behaviors to develop pre-social behaviors and coping skills; serving as a coach to school personnel regarding behavior interventions; assisting in the development and implementation of behavior intervention plans/services for eligible students; collaborating with school-site leadership to evaluate the effectiveness of the program and making needed adjustments.

This job reports to Site Principal or Designee

**Essential Functions**

- Accompanies students during the transport and instruction of students off-campus (e.g., field trips, etc.) for the purpose of ensuring safe and educational trips.
- Assists with the professional development for paraeducators and/or instructional assistants (e.g., training, coaching, etc.) for the purpose of implementing activities that address training needs of the staff.
- Attends IEP planning meetings and supports teams with the implementation of systems to track student behavior for the purpose of reporting on behavioral progress and making recommendations for the current IEP.
- Attends professional development training opportunities in special education and behavior management, Crisis Prevention Intervention (CPI), positive behavioral strategies used to prevent and deescalate behavior, problem solving and mediation techniques (e.g., classes, conferences, in-services, workshops, refresher courses, etc.) for the purpose of staying current and conveying and/or gathering information required to perform functions.
- Communicates regularly with teachers of students to discuss positive supports and restoration activities for the purpose of assisting in evaluating progress and supporting with activities.
- Ensures the best use of practices in the implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined in the IEP, and implementation of behavior support and intervention plans of students by collaborating with school psychologists, other specialists or site staff for the purpose of supporting teachers in the classroom.
- Implements and monitors progress with behavior intervention plans and provides direct behavioral interventions/modifications for students that decrease engagement in disruptive, harmful, or negative behaviors and increase engagement in positive replacement behaviors as appropriate for the purpose of supporting students and reinforcing learning concepts.

- Participates in the designing and redesigning of the district's social/emotional and behavioral supports for students at the highest level of need for the purpose of supporting and reinforcing program objectives.
- Performs secretarial duties (e.g., maintaining files, scheduling, etc.) for the purpose of ensuring effective and efficient organization and implementation of the school behavior program.
- Provides input during the writing of behavior interventions plans for the purpose of complying with IDEA regulations.
- Supports teachers: education specialists and general education teachers (e.g., through modeling, observing, coaching, planning, etc.) for the purpose of improving their skills and applying them to their work with students.

### **Marginal Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development and different learning styles; current de-escalation techniques; behavior intervention and behavior management; basic communication skills: reading, writing, and speaking; policies and procedures, operating instructions, confidentiality standards, and code of ethical behavior.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions; implement de-escalation techniques, work independently; organize and maintain an efficient time schedule; prioritize; and working as part of a team.

**Responsibility**

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under conditions with exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** 5 or more years job related experience

**Education (Minimum):** High school diploma or equivalent; 30 college semester units in job related area

**Required Testing**

None Specified

**Certificates and Licenses**

Advanced Behavior Training

CPI Training

Registered Behavior Technician (RBT) or equivalent

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Background Clearance

Physical Capacities Test Clearance

Tuberculosis Clearance

**FLSA Status**

Non-Exempt

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.*