SPECIAL ED PARAEDUCATOR- BEHAVIOR MANAGEMENT II

Salary Grade 12

DEFINITION

Under the general supervision of a Board Certified Behavior Analyst and/or School Psychologist, support the coordination of a school behavior program designed to support students (in general and special education) who exhibit the most challenging behaviors to develop pro-social behaviors and coping skills; serve as a coach to school personnel regarding behavior interventions; assist in the development and implementation of behavior intervention plans/services for eligible students; collaborate with school-site leadership to evaluate the effectiveness of the program and to make needed adjustments.

DISTINGUISHING CHARACTERISTICS

This position is distinguished by the assignment of duties across multiple sites and situations which require detailed working knowledge of behavior management strategies for elementary students in Special Education and General Education settings as well as exercise both independent judgment and assumed responsibility. Incumbents are expected to apply knowledge of behavior support systems, behavior intervention strategies services, and to communicate/model the effective use of strategies to school site staff.

EXAMPLES OF DUTIES:

May include, but are not limited to, the following:

- Secretarial duties such as filing.
- Provide support to teachers (Education Specialists and General Education Teachers) through: modeling, observing, coaching, and planning.
- Provide input during the writing of behavior intervention plans in accordance with IDEA.
- Implement and monitor progress with behavior intervention plans in accordance with IDEA.
- Provide direct behavioral intervention/modifications for students that decrease engagement in disruptive, harmful, or negative behaviors and increase engagement in positive replacement behaviors as appropriate.

- Communicate regularly with teachers of students to discuss positive supports and appropriate sanctions and restoration activities.
- Ensure the best use of practices in the implementation of pre-referral behavioral interventions, positive behavioral interventions as outlined in the IEP, and implementation of behavioral support and intervention plans of general education students by collaborating with school psychologists, other specialists, or site staff.
- Assist with the training and coaching of Inclusion Facilitators and/or ELS aides.
- Participate in Professional Development Training opportunities in Special Education and Behavior Management several times a year, such as classes, conferences, and in-services.
- Participate in the designing and redesigning of the district's social/emotional and behavioral supports for students at the highest level of need.
- Cross-collaborate with outside agencies.
- Attend IEP planning meetings to report on behavioral progress and make recommendations for the current IEP.
- Maintain current training in Crisis Prevention Intervention (CPI) and positive behavioral strategies used to prevent and deescalate behavior by attending refresher courses within the designated timeframe.
- Maintain confidentiality of student records in accordance with legal requirements and policies.
- Reliable transportation between school sites.
- Other job related duties as assigned.

QUALIFICATIONS:

Knowledge of:

- Current de-escalation techniques
- Child cognitive development and different learning styles.
- Behavior, behavior interventions, and behavior management.
- Thorough knowledge of behavior management methods and individual instruction.
- Basic communication skills: reading, writing, and speaking in English.

Ability to:

- Implement de-escalation techniques
- Support IEP teams with the implementation of systems to track student behavioral data and monitor progress towards goals.
- Communicate effectively orally and in writing.
- Handle emotionally charged situations through the use of problem solving and mediation techniques.
- Demonstrate knowledge of, and support, SUSD's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- To reflect and improve
- Adapt to changing conditions; ability and good judgement to take initiative to modify activities.
- Work independently as a self-starter
- Organize and maintain an efficient time schedule.
- Excel as a member of the team.
- Support with a variety of populations of students with behavioral needs.
- Manage priorities in a dynamic environment.

Experience:

- Five (5) or more years working with students with special needs in a special education or mental health setting.

AND

Education:

- Graduation from high school or equivalent.
- Completion of 30 college semester units which include course work directly related to the job, such as behavior management, psychology, child development.
- Registered Behavior Technician (RBT) certification or equivalent certification required.

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

Some assignments may require constant attention to protecting the physical safety in a classroom where students, because of the nature and severity of their disabilities are accident prone, or because of assaultive or self-injurious behaviors could cause serious injury to themselves or others.

PHYSICAL:

Good physical condition; able to pass required District physical.
Some positions may require:

- Ability to lift or move students who weigh up to 50 pounds.

ESSENTIAL JOB FUNCTIONS:

- Visual ability to read handwritten or typed documents and the display screen of various office equipment and machines.
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit, stand, stoop, kneel, bend, walk, and run.
- Able to sit for sustained periods of time.
- Able to kneel or squat for extended periods of time.
- Able to climb slopes, stairs, steps, ramps, and ladders.
- Able to lift 50 pounds.
- Able to carry 50 pounds.
- Able to push and pull objects weighing up to 100 pounds.
- Able to sustain strenuous manual labor for the duration of the shift.
- Able to exhibit full range of motion for:
    1. Shoulder external rotation and internal rotation
    2. Shoulder abduction and adduction
    3. Elbow flexion and extension
    4. Hip flexion and extension
    5. Back lateral flexion
    6. Shoulder flexion and extension
    7. Knee flexion
- Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner.
- Able to work with cleaning solutions, disinfectants and sanitizers in a safe and effective manner without allergic reaction.

- Able to demonstrate manual dexterity necessary to assist students with buttoning clothing, eating, operating a computer, or assist with toileting/diapering procedures.

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.

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