

SPED - Behavior Support Paraprofessional

Purpose Statement

The job of SPED - Behavior Support Paraprofessional is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for assisting in the supervision, care, and instruction of special needs students in the regular classroom or in a self-contained classroom; assisting in implementing plans for instruction; monitoring student behavior during non-classroom time; and providing information to appropriate school personnel.

This job reports to Designated Supervisor

Essential Functions

- Administers a variety of activities (e.g. tests, homework, make-up work, special educational strategies, etc.) for the purpose of supporting teachers in the classroom.
- Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
- Communicates with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and implementing IEP objectives.
- Implements behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of presenting and reinforcing learning concepts under the supervision of assigned teacher.
- Maintains a variety of materials (e.g. instructional materials, files, records, charts, etc.) for the purpose of ensuring availability of items, providing written reference, and meeting mandated requirements.
- Models positive behavior for assigned students (e.g. inter-personal communication, homework processes, social interaction, etc.) for the purpose of providing educational and life skills training.
- Monitors students during assigned periods within a variety of school environments for the purpose of maintaining a safe and positive school environment.
- Provides instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives; implementing IEP plans, and ensuring students success in school all under the supervision of assigned teacher.
- Provides adapted classroom activities, assignments, and materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

Other 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 potential need to 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; and 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/ behavior.

ABILITY is required to schedule activities; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; 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 requires independent interpretation of guidelines; 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; maintaining a calm demeanor in escalated situations; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with frequent interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to impact 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 20% sitting, 50% 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:** Job related experience is desired.
- Education:** High school diploma or equivalent.
- Equivalency:** Passing the state paraeducator examination.

Required Testing:

Certificates and Licenses

Continuing Educ. / Training:

Clearances

Criminal Background Clearance

FLSA Status

Non Exempt

Approval Date

6/25/2018

Salary Grade

F