

Position Description

To perform this job successfully, an individual must be able to perform the essential job functions satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary job functions herein described. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in the job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were actually written out in this job description.

Job Title: Safe Schools Intervention Assistant

Pay Table: Support

Pay Grade: 6

FLSA Status: Non-Exempt

Job Code: 883

Reports to: Safe Schools Program Manager

JOB SUMMARY

Under the supervision of the Safe Schools Program Manager/Clinician, the Safe Schools Intervention Assistant provides teachers, classroom assistants, and other school team members with interventions, accommodations, and specific behavioral strategies for managing and reducing student behavior problems to high risk students in their regular classroom. Trains parents and teachers to use positive behavioral management techniques. Assists teacher and student in implementing behavior and safety plan outlined by District Case Management and Safe Schools supervisor.

ESSENTIAL JOB FUNCTIONS

- Assigned to K-6 classroom student behavior problems by Safe Schools Program Manager/Clinician. Most typically assigned to those students who, through the District and Local Case Management Teams, are found to exhibit the most significant behavior and safety concerns within the general education population. Meets with the teacher and other involved school team members (e.g. principal, counselor, school psychologists, etc.)
- Assesses situation through observation, consultation with teacher, and discussion with school team members. Initiates or participates in the ongoing gathering of baseline and other student behavioral data.
- Provides one-on-one counseling and behavior management support to elementary students (reinforces appropriate behavior and applies consequences for inappropriate behavior).
- Observes and manages student behavior by monitoring behaviors in the classroom, lunchroom, during breaks between classes, field trips, school buses, playground, gym, etc.
- Supports teacher and other team members through observation, consultation, temporary management of student behavior, recommendations, academic instruction accommodation or modifications and joint development of possible behavioral interventions.
- Watches for triggers of high-risk behavior and assists students with de-escalation. Provides positive behavior support and instructs students in the mediation of

conflicts, self-monitoring, positive self-talk, mindfulness strategies, recognition of cues and prompts the use of anger control strategies.

- Works closely with teachers and staff to assess student needs, assist students in implementing behavior and safety plans, and implement instructional techniques to encourage and motivate students.
- Provides various levels of behavior management ranging from verbal prompts to physical restraint as needed.
- Intervenes when necessary to handle emotionally charged situations using non-physical behavior interventions or physical restraint, using approved methods only, to maintain safety of the student and others.
- Provides guidance and feedback to parents, teachers, and staff regarding student progress and behavior management techniques.
- Attends various conferences, training sessions and professional development activities.
- Temporarily fills in for various duties in the school building to help with other emergent behavior needs as directed by the building administrator.
- Compiles detailed records of all interventions and communication by documenting student behavior, performance, and progress. Collects data and completes progress reports
- Participates in weekly review of assigned cases. Develops goals and objectives for students, provides input on student progress, and recommends program adjustments as needed.
- Facilitates communications with families through home visits and other outreach efforts regarding community resources.
- Drives between school locations using personal automobile.
- Collaborates with teachers and administration.
- Maintains integrity of confidential information relating to the school, staff, and personal records of the students.
- May assist teacher with classroom or clerical duties.
- Miscellaneous duties as assigned.

MINIMUM REQUIREMENTS

- An Associate's degree; or 48 semester hours at an institution of higher education; or a para-educator certificate; or the ability to pass the Utah State Office of Education approved Para-professional test.
- District training (required after hiring).
- Knowledge of behavior intervention, certification in "restraint training" or be willing to attend training. Previous experience working with students with behavioral or emotional issues is preferred.
- Valid driver's license.

KNOWLEDGE, SKILLS AND ABILITIES

- Ability to objectively document and maintain records of student behaviors.
- Ability to establish relationships, understand, respect, and accept challenging students and positively communicate, motivate, and encourage students.
- Knowledge of techniques in crisis management, de-escalation and behavioral management including the use of physical restraint and seclusion as needed.
- Ability to work independently with minimal supervision.

- Ability to remain calm during a crisis situation while making quick rational decisions, prioritizing immediate student care needs, and maintaining a safe environment.
- Must be capable of establishing and maintaining relationships with parents, teachers, administrators, and co-workers.
- Ability to use computers and small office equipment.

PHYSICAL DEMANDS

Moderately heavy work: Exerting up to 75 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects. The work also requires the following physical abilities in order to perform the essential job functions: climbing, crawling, crouching, feeling, fingering, grasping, handling, hearing, kneeling, lifting, mental acuity, pulling, pushing, reaching, repetitive motion, speaking, standing, stooping, talking, visual acuity and walking.

WORKING CONDITIONS

Employees in this position work in a dynamic environment that requires them to be sensitive to change and responsive to changing goals, priorities, and needs.

The Davis School District has the right to revise this position description at any time.