

## TRACY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

**POSITION TITLE:** Para Educator for Therapeutic Behavior

**DEPARTMENT/DIVISION:** Special Education

**POSITION SUMMARY:** Under the general supervision of the special education administrator, curriculum/behavior specialist, and/or mental health coordinator provides assistance to students with behavior and social/emotional needs based on individual student's programs. The Para Educator for Therapeutic Behavior additionally provides District wide coaching and training as directed and developed by the Mental Health Coordinator and/or Behavior Intervention Specialist to other Para Educators in the Special Education Department. This is a ten month position which may require up to ten additional work days.

### **ESSENTIAL FUNCTIONS:**

1. Regularly performs tasks requiring the application of unique skills with minimal teacher supervision.
2. May possess expertise or knowledge which permits exercise of personal initiative.
3. Assists teachers with the supervision and training of students at school campus environments and other unique environments such as the school bus.
4. Performs liaison duties for staff, parents, and students including enhancing mental health support services.
5. Prepares instructional materials as they relate to behavior or the provision of mental health therapy.
6. Assists individual students with mental health and / or behavioral needs.
7. Assists supervisors in the implementation of educational and social/emotional/behavioral programs.
8. Prepares graphic and written teaching and intervention materials.
9. Operates various technological devices including tablets, copy machines, computers, printers, assistive technology equipment and augmented communication devices or other technology.
10. Enters, analyzes, synthesizes, and creates graphic representations of data with specific programs.
11. Analyzes data to identify behavioral concerns and to suggest appropriate intervention strategies.
12. Maintains records and designated files.
13. Prepares a wide variety of materials including correspondence, memos, reports and notices which may require data entry and consultation with staff.
14. Orders and distributes supplies.
15. Provides support and instruction to classified Special Education staff regarding the behavioral or emotional needs of students including, but not limited to, data collection, coaching, modeling, direct instruction and behavior intervention strategies as developed and directed by the Mental Health Coordinator and/or the Behavior Specialist.
16. Intervenes and responds to students in behavioral crisis.
17. Attends required trainings to build skills related to students' social/emotional/behavioral needs.
18. Maintains regular and prompt attendance in the workplace.
19. Performs other related duties as assigned.

### **EDUCATION AND EXPERIENCE:**

Ability to carry out oral and written directions, read, write, and speak at a level sufficient to fulfill the duties to be performed. High school diploma or equivalent required. Completion of the fourteenth grade with an A.A. degree from an accredited community college, equivalent certificate, or equivalent experience in an appropriate discipline desired; expertise in specific program requirements may serve in lieu of education requirement; two

years experience in the care and supervision of children, preferably in a school environment. Must hold valid CPR and First Aid certifications, and pass the District proficiency test.

### **SKILLS AND QUALIFICATIONS:**

1. Knowledge of English usage, grammar, spelling, punctuation, and vocabulary.
2. Knowledge of school schedules, routines, and procedures for general and special education programs.
3. Additional qualifications may be required dependent upon specific student needs and program requirements (e.g., bilingual, sign language for the deaf, or specialization in a prescribed educational program); training and experience in preventing, managing, and responding to students in crisis
4. Ability to assist with supervising the learning activities in a school district setting.
5. Ability to work independently on own initiative.
6. Ability to operate standard office and instructional equipment (those with clerical assignments may be required to type at a speed of 45 words per minute from clear copy).
7. Ability to maintain cooperative working relationships with those contacted in the course of work.
8. Knowledge of positive behavior support planning and implementation of effective strategies for addressing student behavior.
9. Knowledge and experience in working with students with autism-spectrum disorder and emotional disturbance.
10. Experience with data collection for behavioral and emotional issues.

### **PHYSICAL REQUIREMENTS:**

Employees in this position must have the ability to:

1. Sit for extended periods of time.
2. Enter data/information into a computer terminal/typewriter, operate standard office equipment for extended periods of time, and use a telephone.
3. See and read a computer screen and printed matter with or without vision aids.
4. Hear and understand speech at normal levels and on the telephone with or without hearing aids.
5. Speak so that others may understand at normal levels and on the telephone.
6. Squat, stoop and/or bend over.
7. Reach overhead, grasp, push/pull up to 75 pounds for short distances.
8. Lift and/or carry up to 75 pounds at shoulder height for short distances.
9. Stand and/or walk on hard and/or uneven surfaces for extended periods of time.

### **WORK ENVIRONMENT:**

Employees in this position will be required to work indoors and outdoors in various weather conditions during the course of the daily work schedule. Employees in this position will be required to travel to District school sites and come in direct contact with district/school staff, students, parents and the public.

**SALARY:** Classified Range 31

Board Approved: 1/14/14

Revised: 9/13/22