



DERRY TOWNSHIP SCHOOL DISTRICT

POSITION GUIDE

Position Title:	Paraprofessional (Self-Contained Classroom Assignment)		
Department:	Special Education	Group:	HESPA
Reports to:	Director of Special Education	Date:	September 10, 2018

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:

- *prompt responsiveness to inquiries*
 - *professional and courteous verbal and nonverbal communication*
 - *proactive problem solving*
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- Primarily works with students in self-contained Autistic Support, Emotional Support, Life Skills and/or Multiple Disabilities Support classrooms.
 - Follows established workday schedule, district policies and procedures.
 - Establishes and maintains cooperative and effective relationships with adults and demonstrate patience and tact when dealing with students with significant disabilities or behaviors.
 - Maintains the dignity of all students.
 - Assists the teacher in promoting a positive learning atmosphere within the classroom.
 - Under the direction of the classroom teacher, assists in developing and monitoring student schedules, preparing and organizing independent work.
 - Assists in the preparation and use of specialized instructional material and adaptive devices necessary in the students' attainment of assigned objectives.
 - Provides guided practice, modeling and reinforcement with academic and non-academic tasks.
 - Adapts work consistent with IEP and teacher direction.
 - Supports group activities and 1:1 instruction.
 - Monitors behavior, attention to task and supports academics at or below grade-level.
 - Works cooperatively with related service providers to implement strategies and best practices beyond direct instruction sessions.
 - Understands and uses a prompt hierarchy including chaining.
 - Regularly reviews student IEPs and behavior plans and maintains behavioral charts and data collection (if applicable).
 - Supports de-escalation and restraint techniques including but not limited to: physical prompting, blocking and restraint.
 - Promotes and reinforce social skills including modeling and prompting.
 - Assists students in/at: bathroom, lunch, recess, inclusion settings, busing, nurse, fire drills and breaks as directed and supervised by teacher/nurse.
 - Assists students with: toileting, self-care, hygiene and health/physical needs (If needed).
 - Consults with teacher/supervisor when deviation from instructions may be necessary.
 - Accepts teacher/supervisor directions and suggestions and revises actions to reflect feedback.
 - Assists in general clean-up of facilities, material, and equipment.

- Demonstrates flexibility in special circumstances; i.e., assuming a different assignment, or sharing his/herself with another class and/or program.
- Ability to work under challenging or stressful conditions while maintaining a calm demeanor, positive attitude and flexibility.
- Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students.
- Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
- Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
- Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.
- Checks notebooks, corrects papers, and supervises testing and makeup work, as assigned by the teacher.
- Assists with such large group activities as drill work, reading aloud, and storytelling.
- Serves as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.
- Alerts the regular teacher to any problem or special information about an individual student.
- Reads to students, listens to student's read, and participates in other forms of oral communication with students.
- Corrects objective-type tests and quizzes and records grades.
- Helps students master equipment or instructional materials assigned by teacher.
- Operates equipment used in the classroom for instructional purposes.
- Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
- Participates in in-service training programs, as assigned.
- Other responsibilities assigned by the Director of Special Education, Building Principal or Designee.

KNOWLEDGE & SKILL REQUIREMENTS:

- Education:** High School Diploma or GED (Bachelor's Degree Preferred)
- Certification:** Acquire and maintain Safe Crisis Management certification.
Acquire and maintain Special Education Paraeducator Highly Qualified Status.
20 hours of annual training as approved by supervisor.
Annually attend professional development in one or more of the following areas: Applied Behavior Analysis, Positive Behavior Support and Non-Verbal Communication techniques.
- Experience:** General knowledge of child development, instructional strategies and practices applicable to assignment, and instructional goals and policies of Derry Township School District. Ability to assist with implementation of the instructional program and to participate in monitoring and ensuring appropriate student behavior. Ability to exhibit patient behavior and to work effectively with children, young adults, and staff members. Ability to follow written and verbal instructions and to perform all required tasks. Ability to interact with and support students.
- Skills:** Effective oral and written communication skills, and effective use of technology required.

SUPERVISION OF PERSONNEL:

None

PHYSICAL/MENTAL/ENVIRONMENT

Physical Demands:

Activities: Sit: 10%
Walk/stand: 90%
Climbing, bending, squatting, and twisting - occasionally
Repetitive movements of both hands
Grasping, reaching, handling, gripping
Use hands to finger, handle or feel objects, tools or controls
Pushing and pulling 50-70 lbs.
Stooping, crouching, kneeling

Lifting: up to 50 lbs. With a partner, lift, carry and move a student 80 lbs.

Vision: Close concentration

Mental Demands: Interpret, analyze, organize, prioritize, evaluate, and problem solve. Works well under pressure; anticipates problems.

Environment: Normal classroom and school environments (Indoor and outdoor).

I have reviewed the essential functions; knowledge and skill requirements; and physical/mental environmental demands of this position. By my signature below, I am verifying that I am able to fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodations.

Print Name

Signature

Date