

INSTRUCTIONAL PARAPROFESSIONAL III – SPECIAL EDUCATION

DEFINITION

Under general supervision, implement student social-emotional and behavior interventions and supports; maintain records concerning student behavior; attend student progress meetings; and do other related work as required.

ESSENTIAL FUNCTIONS

Assist in the development of student behavior intervention plans; implement and assist certificated and classified staff members in the implementation of student behavior intervention plans; conduct trial intervention techniques and prepare resulting records depicting behavioral outcomes; work with an assigned Special Education Coordinator or designee to establish procedures for providing training, guidance and support to teachers, instructional assistants and other support staff in implementing and maintaining appropriate student behavioral intervention strategies to enhance student development for assigned students district-wide; train and support others, including other paraprofessionals, in the utilization of Applied Behavior Analysis (ABA) techniques to improve the learning, communication and social development skills of students; collect data such as frequency and duration of student behaviors, utilize the Antecedent Behavior Consequence model and other relevant approaches throughout all stages of the behavioral intervention plan process, and maintain related records of student progress in identified and/or targeted behavior areas and provide information to supervisors and case managers concerning student progress; use positive reinforcement, schedules of reinforcement and related techniques to assist student development and reduce behavioral concerns; assist individual students and small groups with special learning needs to reinforce learning and behavior modification techniques; assist where necessary with toileting and feeding responsibilities for severely handicapped children; prepare specialized training and instructional materials related to individual programs and assist with the establishment, modification, and implementation of student behavioral plans for assigned students district-wide; provide student interventions and social skills training to improve communication skills and facilitate appropriate interpersonal behavior; lead social skills activities with students; assist in the instruction of appropriate replacement behaviors to individual students; demonstrate behavior modification through modeling and/or shadowing techniques; assist with training sessions for staff and/or parents; maintain a variety of records and files, including confidential student records and information; attend specialized training and student progress meetings as required; perform other related duties as assigned.

EMPLOYMENT STANDARDS

KNOWLEDGE AND ABILITIES

Knowledge of:

- Basic principles of child behavior and development;
- Basic academic subjects taught in elementary and middle schools;
- Basic instructional methods and techniques;
- Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs;
- Behavior management strategies and techniques relating to pupils who experience frequent maladaptive behavior;
- Routine record keeping and data collection techniques.

Ability to:

Read, write, and speak English proficiently;
Demonstrate understanding, patient, and receptive attitude toward students of varied age groups, particularly exhibiting special needs;
Model appropriate behavioral interventions and provide support to other staff members;
Learn behavior intervention strategies and procedures such as identifying antecedents and consequences of behavior, function of behavior, and replacement behaviors;
Modify instruction techniques or methods to meet the needs of the students;
Appropriately and safely manage student behavior and guide students toward more acceptable social behaviors;
Follow behavioral intervention plans and behavior summary forms;
Utilize a variety of instructional materials and procedures to enhance a positive educational environment;
Establish and maintain cooperative working relationships with co-workers, staff, parents, and others;
Motivate, encourage positive learning patterns, gain the cooperation of, and relate well to students as an adult role model;
Be flexible and able to adapt to changes in routine and duties;
Be organized and manage time effectively; maintain records and confidentiality;
Work with some independence and exercise initiative;
Effectively utilize data collection techniques;
Operate instructional and office equipment;
Maintain grooming and dress appropriately for the job duties and as an adult role model;
Communicate effectively in oral and written form;
Understand and carry out oral and written instructions.

EDUCATION AND EXPERIENCE

Education:

Equivalent to the completion of the twelfth grade, supplemented by training or coursework in child growth and development, special education, instructional technology, or a closely related field; completion of at least two years of study (minimum 48 semester units) at an institution of higher education or passage of a district administered skills assessment.

Experience:

Two years of experience as an instructional assistant in a classroom setting, providing instructional and behavioral support to general education and/or special education students; experience working with students with autism and/or behavioral disorders is highly preferable.

REQUIRED LICENSES OR CERTIFICATES

If driving a vehicle is required in the course of work, operator must possess a valid and appropriate California driver's license and qualify for insurability with the District's insurance carrier; Registered Behavior Technician Certificate (RBT) required, or proof of enrollment in an accredited RBT program or higher in the same field of study; RBT certification must be acquired within 12 months of the first day of employment.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Strength:

Sufficient stamina to stand, walk, sit, kneel, squat, bend, crawl, twist, and reach on a daily basis to perform various activities in a classroom, learning center, home setting, other instructional facilities and playground area; moderate work, lifting, carrying or pulling children weighing up to 50 pounds.

Pre-placement Physical: Class I