

INSTRUCTIONAL PARAPROFESSIONAL III – GENERAL

DEFINITION

Under general supervision of the assigned administrator, provide behavioral support to effectively address student behaviors that interfere with classroom learning and/or effective social-emotional interactions, implement student social-emotional and behavior interventions and supports; assist in collection of data, monitoring and charting student behavior; attend student progress meetings; and do other related work as required.

ESSENTIAL FUNCTIONS

Work collaboratively using criteria to identify students in need of intensive interventions and behavior support; assist certificated instructional and support personnel with behavior management of students using Positive Behavioral Interventions and supports (PBIS) according to established procedures; reinforce concepts and instruction to individual or small groups of students as directed by the teacher; assist in the development of student behavior intervention plans; conduct trial intervention techniques and prepare resulting records depicting behavioral outcomes; work with an assigned 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; support in the preparation of 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.

EMPLOYMENT STANDARDS

KNOWLEDGE AND ABILITIES

Knowledge of:

Principles and techniques of behavior management;
Behavior intervention training and strategies;
Basic academic subjects taught in elementary and middle schools;
Federal and State laws and regulations regarding assigned duties;
Principles of child development and instructional processes;
Positive Behavioral Interventions and Supports (PBIS);
Basic instructional methods and techniques;
Classroom procedures and appropriate student conduct;

Knowledge of (continued):

Correct English usage, grammar, spelling, punctuation, and vocabulary;
Safe practices in classroom and playground activities;
Operation of standard office and classroom equipment including a computer;
Interpersonal skills using tact, patience, and courtesy;
Basic record-keeping and report preparation techniques.

Ability to:

Supervise students according to approved policies and procedures;
Apply behavior modification techniques such as Positive Behavioral Interventions and Supports (PBIS) in accordance with local practices;
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;
Apply assessment instructions, curriculum, and relevant policies;
Learn child guidance principles and practices;
Accurately, observe, collect, and record data regarding student behavior;
Maintain confidentiality of student information;
Operate a variety of classroom, playground and office equipment including a computer and assigned software;
Exhibit patience and compassion, especially in stressful situations;
Work productively with frequent interruptions;
Understand and follow oral and written instructions;
Communicate effectively both orally and in writing;
Observe health and safety regulations;
Relate effectively with racially and ethnically diverse staff, students, and community.

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.

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