

PARA-EDUCATOR – MODERATE/SEVERE**DEFINITION**

Under the supervision of an administrator and general direction of a classroom teacher, assists students with severe disabilities to meet their physical and emotional requirements throughout the instructional day; assists the teacher with record keeping and performs a variety of instructional support duties in developing life skills and/or physical care activities. The work need not be performed in the presence of the teacher, but the teacher retains responsibility for instruction and supervision.

QUALIFICATIONS and EXPERIENCE

- High School Diploma or equivalent; Courses in psychology, sociology, recreation, or related fields are preferable, but not required.
- A.A. degree, 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act.
- TB test clearance.
- Department of Justice Background clearance.
- CPR and First Aid **certification** required.
- Willingness to complete such training courses, in-service, or otherwise, as may be required after being hired. Courses and/or in-service in psychology, behavior modification, and other related fields desirable. Prefer experience in the care of children with learning disabilities and/or emotional disturbances. Training in crisis intervention highly desirable.
- Knowledge of educational computer applications; knowledge of operating systems, word processing, Internet, and spreadsheets currently in use in the district, and multi-media technology.

DISTINGUISHING CHARACTERISTICS:

Para-Educators work in special education settings where students have behavior, emotional, physical, language/communication, or learning disabilities. May spend a substantial portion of their time providing intervention to students who exhibit disruptive, aggressive, depressive, and/or self-injurious behaviors.

ESSENTIAL JOB FUNCTIONS:

- Develop and maintain effective communication with students, teacher, school staff, and parents.
- Implement lessons initiated by the teacher.
- Under teacher direction, assess student needs and progress.
- Implement instructional strategies which have been developed by the teacher.
- Assist the teacher with accommodating and modifying methods for students with special needs.
- Implement student behavioral policies as directed by certificated staff.
- Implement effective methods to deal with verbal outbursts and other forms of resisting authority.
- Correct student behavior as instructed by certificated and licensed staff.
- Enforce school and class rules.
- Share relevant information about students with teachers to facilitate problem solving and to improve student academic progress.
- Review and reinforce learning activities initiated by the teacher to assist with student's ability to master academic concepts and skills.
- Following training by appropriate personnel, assist medical professional with medical procedures by comforting, stabilizing and/or positioning the student.
- Following training by appropriate personnel, (nurse, physical therapist, occupational therapist or other licensed professional) assist students with independent living skills (e.g. eating/feeding, restroom skills, and personal hygiene) excluding specialized health care procedures.
- Toileting
- Assist the teacher and other licensed staff with individual learning activities whenever requested.
- Perform routine clerical duties and record keeping such as taking roll, collecting monies, completing forms and correcting papers. Use copy machines, computers, and other equipment to prepare learning materials and resources.
- Requisition, store, and maintain an appropriate inventory of textbooks, instructional materials, supplies, and equipment.
- Assist students with building self-esteem by providing proper examples, emotional support, a friendly attitude and general guidance.
- Oversee groups of students during playground activities as assigned; assure safe outdoor play; accompany students on a school bus as assigned.

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- Clean work areas (e.g. changing pillow cover, disposing of body fluids, wiping counters) to maintain a sanitary environment.
- Perform other related duties as assigned.

KNOWLEDGE OF:

- General needs and behavior of special needs students, motivational techniques, correct English usage, grammar, spelling, punctuation and vocabulary, safe and sanitary practices in classroom and playground activities, basic record-keeping methods, and children with emotional disturbances

ABILITY TO:

- Reinforce concepts and instruction to individual or small groups of special education students as directed by the teacher.
- Assist with instruction and related activities in a classroom or assigned learning environment.
- Be patient and flexible in making quick changes in a daily lesson for individual or total group.
- Use basic teaching techniques and methods.
- Use and identify indoor and outdoor recreational activities suitable for handicapped students.
- Learn and apply school policies, methods, practices and terminology used in instructional programs.
- Provide feedback to teachers as to how children are performing daily assigned tasks.
- Tutor individual and/or small groups of students.
- Use appropriate student behavior management strategies.
- Work with profoundly emotionally disturbed students who may become combative.
- Work with profoundly disabled students who require physical lifting, positioning, toileting, feeding, and grooming activities.
- Apply safety practices involved in the lifting, moving and transport of students with special needs.
- Implement specialized instructional and health procedures as directed by psychologists, health professionals and specialists.
- Perform simple and repetitive tasks.
- Participate in regularly scheduled meetings with the teacher.
- Work effectively with students with special needs, earning their confidence and trust.
- Establish and maintain cooperative and effective working relationships with students, teachers, administrators, parents and others.
- Use patience and tact in working with students with disabilities.
- Maintain confidentiality about all personal information, assessment results, medical history, and other records concerning students and their families.
- Maintain consistent, punctual and regular attendance.
- Be flexible and work with constant interruptions.

PHYSICAL ABILITIES

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling, climbing and balancing; stooping, kneeling, crouching; reaching, understand and follow oral and written directions.

Significant Physical Abilities: With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, climb in and out of cars, vans and buses, to walk and run with students, climb well enough to go up and down stairs, to maneuver students into and out of vehicles, wheelchairs and toilets, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office/classroom environment and come in direct contact with district staff and the public.