

## **LEAD, PARAEDUCATOR BEHAVIOR AND INSTRUCTIONAL SUPPORT**

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### **BASIC FUNCTION:**

Under the direction of a Behavior Program Supervisor experienced in autism, and the general supervision of the Administrator, Student Services assists with the coordination of the Applied Behavior Analysis (ABA) program, oversees activities of Paraeducator/Behavior and Instructional Support staff and provides training and instruction to entry level and less experienced Paraeducator/Behavior and Instructional Support staff, conducts scheduling and other organizational duties necessary for the functioning of the program and performs related work as assigned.

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### **ESSENTIAL DUTIES:**

Assist Paraeducator/Behavior and Instructional Support staff, with the, implementation and reinforcement of ABA training, providing demonstration and instruction to less experienced aides through appropriate instructional methodologies and techniques such as modeling and/or shadowing.

Respond to emergency student behavior at sites and supports staff within a swift response time.

Observe drills and conduct probes to implement behavioral strategies and program modifications in accordance with the student's Individual Education Plan (IEP); report and provide input to certificated staff regarding student's performance, behavior and progress.

Act as a liaison between the Behavior Program Supervisor, and Paraeducator/Behavior and Instructional Support staff; and staff and other consultant/Student Services Administrators.

Determine supply and material needs necessary for program implementation. Collect and create materials needed for each individualized program.

Participate in on-going training programs with district employees, and West Orange County Consortium for Special Education (WOCCSE).

Provide Applied Behavior Analysis therapy, including intensive behavior intervention, to children diagnosed with autism.

Organize and maintain program notebooks, materials and confidential student records; utilizing a computer workstation and other office equipment.

Assure the health and safety of assigned students by following health and safety rules.

Collect data, and write short narrative therapy reports regarding a child's progress and other interesting incidents; and submit the information to his/her supervisor for evaluation.

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**OTHER REPRESENTATIVE DUTIES:**

May assist students in classroom activities and/or transferring students to and from busses, classrooms and events.

May work with the children in their development of basic academic skills, psycho-motor skills, self-help skills and social skills.

May serve as a substitute for an absent Paraeducator/Behavior and Instructional Support staff.

When working with children, implement behavioral strategies and program modifications in accordance with the students' Individual Education Plan (IEP).

May assist assigned children with basic care activities, including dressing, toileting, feeding, grooming and some medical needs.

Performs a variety of clerical duties in relation to student instruction and the creation and maintenance of files and records.

Performs other job-related duties as requested.

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**ORGANIZATIONAL RELATIONSHIPS:**

Supervision: Reports and is evaluated by the Behavior Program Supervisor for work direction, particularly in the area of Applied Behavior Analysis, and to the Administrator, Student Services.

Internal Contacts: Continuous contact with members of the Special Education staff, including teachers, psychologists, therapists, specialists, the Student Services Administrators, school principals, and clerical support personnel.

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**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

The general needs and behavior of children diagnosed with autism; including an understanding of the children's unique learning needs.

Appropriate behavior management techniques and interventions for use with special education students.

Applied Behavior Analysis (ABA) methods and record keeping.

Effective training practices and principles.

Child guidance principles and practices, especially as they relate to children diagnosed with autism.

Basic subjects taught in elementary schools, including arithmetic, grammar, spelling, language, and reading.

Safe practices for in-classroom and recreational activities.

Standard American English usage, grammar, spelling, punctuation, and vocabulary.

Reading and writing communication skills.

Oral and written communications skills.

Interpersonal skills; using tact, patience, and courtesy.

Record-keeping techniques, and use of computer software.

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#### **ABILITY TO:**

Problem solve and use good judgment.

Provide direction and work guidance to others.

Motivate and guide the work of others.

Establish and maintain effective relationships with children diagnosed with autism and their parents or guardians.

Supervise children diagnosed with autism without other direct assistance; demonstrating an understanding, patient and receptive attitude toward assigned students.

Tutor individuals or small groups of students diagnosed with autism in general and special day class placements.

Implement social skills training in accordance with a child's Individual Education Plan (IEP).

Implement Applied Behavior Analysis techniques in accordance with prescribed procedures.

Be punctual, maintain therapy schedules, and keep children focused on assigned tasks for the specified durations prescribed.

Administer non-corporal discipline to assigned students in accordance with prescribed procedures and approved policies.

Exercise flexibility, patience and sensitivity while working in difficult situations.

Utilize and apply speech and language and psycho-motor therapy techniques as prescribed.

Print and write legibly.

Make arithmetic calculations quickly and accurately.

Learn the procedures, functions, and limitations of assigned duties.

Understand and follow both oral and written directions.

Ability to write routine reports.

Communicate effectively with children and adults.

Operate a computer and other office equipment.

Read, interpret, and follow rules, regulations, policies and procedures.

Perform clerical duties, such as filing, duplicating, and maintaining simple records.

Work confidentially, with discretion.

Establish and maintain effective working relationships with other staff members.

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## **EDUCATION AND EXPERIENCE:**

### Education

1. High school diploma or its equivalent.
2. College-level training in childcare, psychology, education, and training of atypical children preferred.

### Experience

3. One (1) year or more of related experience and/or training in working with special education students as a Paraeducator Instructional Support, or Paraeducator/Behavior and Instructional Support staff.
4. Documented completion of 40 hours of Applied Behavior Analysis (ABA) training.
5. Lead or Supervisory experience preferred.

Attendance at district-established ongoing training sessions and clinics is a requirement for continued employment.

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## **PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is regularly required to do the following:

- Grasp, grip, handle, or use hands for fine motor tasks.
- Frequently required to sit.
- Occasionally required to stand, walk, climb or balance, stoop, kneel, crouch, move rapidly, and run.
- Reach with hands and arms.

- Frequently talk, hear, and listen.
  - Occasionally push and pull.
  - Specific vision abilities required of the person in this job include close vision, color vision, peripheral vision, depth perception, and the ability to change focus.
  - Frequently lift and/or move items weighing up to 25 pounds.
  - Occasionally lift and/or move objects weighing up to 60 pounds.
  - Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
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**LICENSES AND OTHER REQUIREMENTS:**

Possession of a valid California driver's license and insurability by the District's liability carrier.

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PREPARED BY:Classified Personnel Department

DATE: 05/05

APPROVED BY:Board of Trustees

DATE: 05/16/05

APPROVED BY:Personnel Commission

DATE: 06/21/05

APPROVED BY:Personnel Commission

DATE: 06/03/25