



HUNTINGTON BEACH CITY SCHOOL DISTRICT

Paraeducator – Behavior Support Team

Established date: 6/19/2018

GENERAL PURPOSE

Under the supervision of the Behavior Intervention Supervisor, Program Specialists, and Special Education Director, the Paraeducator – Behavior Support Team is involved in direct student services providing crisis intervention, coaching, and consultative strategies to members of a student's IEP team. Services will be provided on school campuses and in varied environments. The primary areas of responsibility will be coaching, monitoring, and training using behavior strategies in the implementation and skill acquisition for all students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Work in collaboration with certificated, classified, and other providers to promote effective learning atmosphere for students.
2. Provide behavioral and instructional assistance to individual or groups of students across all settings.
3. Assist classroom teachers and aides in setting up data collection methods and analyze behaviors based on data gathered.
4. Consult with instructional staff and facilitate the planning of behavior intervention program.
5. Provide short-term interventions to assigned students to facilitate de-escalation of dangerous, assaultive or maladaptive behavior, and allow for the students to re-engage in appropriate academic and social behavior.
6. Provide training and coaching to certificated and classified personnel using appropriate instructional methodologies and techniques.
7. Assist with Functional Behavior Assessment completion, under the direction of the Behavior Intervention Supervisor and/or school psychologist.
8. Work to support site staff with students individually and in groups, at various locations, assisting with specific instructional and behavioral goals.
9. Oversee the development, maintenance, creation, and requisition of supplies and instructional materials related to individual special education programs.
10. Provide information to supervisor concerning student progress in order to analyze data and modify programs for students.
11. Support and assist certificated and classified personnel in addressing the social, emotional, behavioral, and language needs of students.
12. Assist certificated personnel in considering the social/emotional needs of the students.
13. Apply principles and strategies learned in crisis intervention training and be able to instruct others on how to use them safely during a crisis.
14. Collect and record data and anecdotal notes.
15. Assist supervisor on organizational and procedural issues.
16. Participate in district and West Orange County Consortium for Special Education (WOCCSE) meetings, professional development, workshops, and/or seminars as directed.
17. Respond to behavioral emergencies for campus support per crisis intervention procedures.
18. Perform related duties as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

1. General concepts of child growth and development and child behavior characteristics including behavior management strategies, special needs and the requirements of special education students.
2. English usage, punctuation, spelling, grammar and math.
3. Theories of Applied Behavior Analysis
4. Student behavior management techniques and strategies relating to students who experience atypical control problems.
5. Methods of data collection and analysis.
6. Routine record keeping.
7. General purposes and goals of public education.
8. Specialized equipment and assistive technology.
9. Specific subject area content as instructional staff and other adults.
10. Basic First Aid.

Ability to:

1. Establish and maintain effective relationships with children.
2. Understand and tend to the needs of children who have behavioral and learning needs.
3. Communicate constructively with students, parents and staff.
4. Work independently with individuals or small groups of students with behavioral needs in a variety of settings.
5. Be dependable and punctual.
6. Assume responsibility for the supervision of students.
7. Learn and implement basic instructional practices.
8. Perform routine clerical work and basic arithmetical calculations.
9. Demonstrate an understanding, patient, warm and receptive attitude toward children especially those with special needs.
10. Remain calm under stressful conditions.
11. Understand and carry out oral and written instructions, including behavior intervention plans.
12. Maintain cooperative working relationships with students, staff, parents and the general public.
13. Demonstrate proficiency in English both orally and in writing.
14. Maintain student confidentiality.

Education, Training, and Experience:

Any combination of training and experience that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be: equivalent to completion of high school graduation; good general background and work history; previous work with students with special needs is desirable; or any combination of training and experience that could likely provide the desired knowledge and abilities. Word processing and computer proficiency is desirable. Incumbents are encouraged to participate in courses, seminars and workshops in the area of instructional services.

Licenses, Certificates, Special Requirements:

- Completion of fingerprinting is required prior to the first day of work.
- Pass the District's adopted Proficiency Examination with a satisfactory score of seventy percent (70%) or higher. (Education Code 45344.5)
- Incumbents are designated as Child Care Custodians. (Penal Code 11165.5)
- Possess and maintain a valid California driver's license, reliable means of transportation for travel related to the duties, responsible driving records, and automobile liability insurance.
- Crisis intervention training completed within probationary period.

PHYSICAL AND MENTAL DEMANDS

Physical Demands:

This position classification performs light work that involves sitting a portion of the time, may require lifting up to fifty (50) pounds, pushing and/or pulling of objects, and walking and standing for extended periods.

Positions in this class require mobility to stand, stoop, reach and bend and dexterity of hands to grasp and manipulate small objects.

Mental Demands:

This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects and providing oral information.

Reasonable accommodation may be made to enable a person with a disability to perform the essential duties of the job.

WORK ENVIRONMENT

The noise level in this work environment is usually moderate to loud at an acceptable level.

Travel between school sites to support site staff in diversified special education and regular education classrooms and programs. Employees will be required to work indoors and/or outdoors in an educational environment.

FLSA Designation:	Non-Exempt
EEO Category:	Paraprofessional
Bargaining Unit:	CSEA
Probationary Period:	9 months new, 6 months existing