



LEMOORE UNION ELEMENTARY SCHOOL DISTRICT Job Description

Title: Paraeducator, Social-Emotional-Behavioral Intervention

Reports to: Director of Special Services/Site Administrator

Department: School Site/Classroom

Classification: Classified

FLSA Status: Non-Exempt

Work Year: 186 Days

Board Approval: May 12, 2020

Salary Schedule: Classified, Range 15

JOB SUMMARY:

Under the general supervision of the Director of Special Services and direct supervision of the Site Administrator in consultation and cooperation with school and district professionals, collect and provide data to assist with development of social-emotional and behavioral strategies; implement recommended social-emotional-behavioral strategies to assist in meeting the special behavioral, educational and social-emotional needs of students; work with students and function as a personal advocate and an intermediary in seeking prevention and solutions to problems that get in the way of learning and personal growth; and, perform related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

Incumbents in the Paraeducator, Social-Emotional-Behavioral Intervention classification are assigned to work throughout the district and/or with specific sites as determined by the Director of Special Services.

ESSENTIAL FUNCTIONS:

- Assist in the development of positive behavioral and educational plans for identified students; assist in implementing lessons and preparing instructional materials to provide high level education for individual students; assist in setting up work areas as needed.
- Assist in the observation of students' curricular performance, record behavioral data, and implement support activities as identified by the behavior specialist, counselor, and/or teacher; maintain daily records of student performance under direct supervision in order to assist students to achieve their personal best.
- Observe and assist in emergency situations involving aggressive or uncontrolled behavior of identified students according to approved CPI (Crisis Preventative Intervention) procedures as trained; provide input as requested following emergency behavioral incidents (Behavioral Emergency Report); report progress regarding student performance and behavior to assist students to achieve their personal best.
- Implement positive behavior intervention strategies for students; model identified behavioral techniques including positive behavior interventions and reinforcement strategies as identified by the behavior specialist and teacher; assist in the implementation of Behavior Support Plans (BSP) and 504 Plans.
- Monitor student behavior and collect baseline data and data after a Behavioral Intervention Plan (BIP) or a Behavioral Support Plan (BSP) has been implemented; promote incentive plans to improve overall social, emotional and behavioral needs of students.
- Provide advice to students experiencing emotional, or health-related crisis situations and communicate with site and district staff, as needed.

- Consult and collaborate with school personnel to promote a school environment responsive to the special needs of students, including but not limited to peer pressure, social/ethnic/cultural differences.
- Participate in and attend in-service, structured and other specialized trainings, related to but not limited to, strategies for working with behavioral and educational needs of students, behavior management, instructional curriculum and other areas assisting the teacher in providing high quality education to the students.
- Provide supplementary instructional support to individuals or small groups of students in reading, math and other academic subject areas as directed by the teacher.
- Assist students in completing classroom assignments and projects in various academic subjects; assist students by answering questions; provide proper examples, emotional support, cooperative attitude and general guidance.
- Monitor and report behavior of students according to approved District procedures; instruct students regarding classroom rules and procedures.
- Report progress regarding student performance.
- Supervise students on the playground, cafeteria or on field trips; assist the teacher in maintaining classroom discipline.
- Perform routine clerical duties such as preparation of instructional and classroom materials; compile and enter data into an assigned software program; operate a variety of office and classroom equipment including a computer and assigned software.
- Confer with teachers concerning programs and materials to meet student needs as directed.
- Follow health and safety practices and regulations; maintain classroom learning environment in a safe, orderly and clean manner.
- Attend meetings, training sessions and/or workshops as assigned.

OTHER JOB-RELATED DUTIES:

- May provide specialized services to children with special needs to include but not be limited to toileting/self-help assistance, clothing assistance, wheelchair assistance, adaptive equipment assistance, social skills assistance and playground assistance.
- May assist in performing specialized duties in educating students at a high level, including but not limited to: individualized learning activities, fine or gross motor skills, or communication and vocational skills.
- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Knowledge of:

- Special issues, needs and requirements of students with severe social-emotional needs.
- Principles and techniques of providing instructional assistance to groups of individuals in a variety of subject areas.
- Reading fundamentals including phonemic awareness and letter sound correspondence.
- Basic child guidance and child development principles and practices.
- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading.
- Safe practices in classroom and playground activities.
- Proper English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.

Ability to:

- Assist staff with instruction and related activities for students.
- Assist in planning and prioritizing learning activities to support the educational needs of students.
- Assist a diverse range of students in developing self-help and social skills.
- Build relationships with students related to their needs.
- Monitor, observe and report student behavior according to approved policies and procedures.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Perform routine clerical duties in support of classroom activities.
- Understand and follow oral and written directions.
- Learn procedures, functions and limitations of assigned duties.
- Apply and explain policies and procedures related to school and program activities.
- Actively participate in meeting District goals and outcomes.
- Apply integrity and trust in all situations.
- Communicate effectively both orally and in writing.
- Operate a variety of office and classroom equipment including a computer and assigned software.
- Establish and maintain cooperative and effective working relationships with others.

EDUCATION AND EXPERIENCE: Any combination of education and experience that could likely provide the required knowledge, skills and abilities is qualifying. A typical way to obtain the knowledge, skills and abilities would be:

Education: High school diploma or equivalent GED and Associate degree in child development or a related field, or two (2) years of equivalent acceptable college coursework.

Experience: Two (2) years of experience involving contact with school-age children in an educational or learning environment.

Licenses, Certificates and other Requirements:

- Completion of Paraprofessional Competency Certification in Social-Emotional Support through Lemoore Union Elementary School District; participation in training modules specific to social-emotional-behavioral needs of students; participate in monthly workshops as identified by LUESD staff.
- Valid California Class C driver's license.
- Valid First Aid and CPR Certification issued by an authorized agency within a designated probationary period.

DESIRABLE QUALIFICATIONS:

- Specialized training and coursework with at least one (1) year of experience working with children with social-emotional needs in a classroom environment is preferred.

WORKING CONDITIONS:

Environment: Indoor/classroom environment, fast-paced work environment with changing priorities, close contact with school age children.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Standing, standing and walking for extended periods of time.
- Hearing at a normal range verbal conversation (approximately 60 decibels).
- Speaking to exchange information.
- Lifting, carrying, pushing or pulling moderately heavy objects weighing up to 40 pounds as assigned by position.
- Dexterity of hands and fingers to operate a computer and other classroom and office equipment in a safe and effective manner.
- Bending at the waist, kneeling or crouching.
- Vision to monitor students, read handwritten or typed documents and instructions, and see the display screen of various office equipment and machines.
- Stooping and bending.
- Kneeling or squatting for extended periods of time.
- Climbing stairs, steps, ramps and step ladders.
- Pushing and/or pulling a variety of tools and equipment weighing up to 50 or more pounds.
- Lifting and/or carrying up to 10 or more pounds frequently.
- Lifting and/or carrying up to 20 or more pounds occasionally.
- Lifting and/or carrying up to 30 or more pounds infrequently.
- Exhibiting full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion.
- Demonstrate manual dexterity necessary to operate a computer and other classroom and office equipment in a safe and effective manner.

Hazards:

- Potential contact with blood, bodily fluids and communicable diseases.
- Potential contact with dissatisfied or hostile individuals.

Employee: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Lemoore Union Elementary School District is an Equal Opportunity Employer. The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.). Reasonable accommodations are made under (A.D.A.) as required by law.