

SANTA BARBARA COUNTY EDUCATION OFFICE
Personnel Commission

PARAPROFESSIONAL

SUMMARY

Assists teachers and staff in providing cognitive instructional, therapeutic, and/or medical support to students with severe and physical disabilities including students with multiple handicaps, emotional disturbance, and severe orthopedic, visual, or hearing impairments.

Distinguishing Career Features

The Paraprofessional is the third level in a career path for instructional support to teachers, specialists, and therapists. Paraprofessionals are typically assigned to areas such as, but not limited to, special day class where students are severely handicapped and where therapeutic, and/or medical assistance training is required. Advancement potential exists from this position to specialized positions requiring additional training or assignment to specific environments such as those for incarcerated or probationary youth.

REPRESENTATIVE DUTIES

Provides cognitive, instructional, therapeutic, medical, and/or social instructional assistance to individuals or small groups of students with severe disabilities. Works on an in-depth basis with individuals or small groups of students to execute individual lesson plans and alternative strategies for maximizing learning experiences. Interprets individualized education plans and teacher instructions. Assists students during classroom activities, lunch, physical education, and other school activities. Feeds students, dispenses medicines, and assists with personal hygiene. May perform suctioning, oral stimulation, and replenish of catheterized devices. Assists students with development and reinforcement of life skills such as, but not limited to, purchasing and preparing food, negotiating transportation between school and home, work, and community-based services. Assists teachers by setting up work areas, and preparing motivational and decorative materials. Prepares and may develop age-grade appropriate instructional aids and exercises to support the curriculum being taught. Confers with teachers, specialists and parents to develop and evaluate individual and group educational goals and objectives. Assists with implementation of special programs. Administers assessment instruments (spelling tests, etc.), scores objective tests and written papers, and keeps appropriate records for teachers, including those on computerized student information and grading systems. Monitors classroom activities when a teacher is absent from the classroom. Accompanies students going from one location to another. Observes, monitors, and controls behavior of students within approved procedures. Develops and uses incentives as positive reinforcement. Maintains constant supervision of children. Assesses the need for, and uses appropriate discipline in accordance with grade level and student's ability to understand discipline. Reports student academic, life skill, and behavior progress and performance to teachers. Documents student progress by correcting assignments, administering and scoring criterion referenced tests, recording and charting test scores and curriculum-based measurements in reading. Confers, as needed, with teachers, resource staff, and other school personnel concerning programs and materials to meet student needs. Alerts teacher to any special problems or information concerning students in assigned program. Arranges and participates in parent conferences. Assists special program administrative staff with the preparation and presentation of in service training sessions. Assists in organizing and participate in meetings to share information about special education programs. Assists students with developing independent travel and mobility skills, community-based vocational training, and preparation for on-going employment. May coordinate services with job coaching or vocational advisors. Assures student safety. Places students in wheelchairs, standers, wedges and other equipment or devices that enhance mobility. Loads students onto buses, therapeutic tables, and toilets. Assists students by offering proper examples, emotional support, patience, and friendly attitude, without becoming emotionally attached. Prepares and maintains a variety of files and records for classroom or assigned program. Performs other duties as assigned that support the overall objective of the position.

QUALIFICATIONS:

Education and Experience

The position requires a high school diploma and the ability to pass a rigorous assessment examination demonstrating knowledge and ability to assist with instructing children/students in

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reading, writing, and mathematics; 48 or more semester units of higher education will substitute for the competency assessment exam. Requires 6 months experience working with school-aged children in an organized setting.

Knowledge and Skills

The position requires working knowledge of the principles and practices of age appropriate child development and guidance applicable to special education setting dealing with severe emotional, physical, and learning challenges. Requires working knowledge of the subjects taught in the County=s school districts, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies. Requires a basic knowledge of teaching and instruction methods. Requires knowledge of basic clerical and record keeping processes. Requires knowledge of special education programs. Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications. Requires well-developed human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students. May require competency in a second language.

Abilities

Requires the ability to assist teaching staff with implementation of instructional goals and activities, and special needs of students with severe handicaps. Requires the ability to assess the needs of individual students and develop instructional support techniques and materials to meet those needs. Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties. Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks. Requires the ability to assist students with developing independence and self-help skills. Requires the ability to make formal presentations to classes, individuals, and small groups of students and assist with demonstrations of assigned subject matter to classroom-sized groups. Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers. May requires competency in a second language or basic competency in sign language

LICENSES AND CERTIFICATES

May require a valid California driver=s license and insurance coverage required by law. May require a valid first aid card and/or certification in Crisis Prevention Intervention (CPI).

WORKING CONDITIONS

Work is performed indoors and outdoors with some exposure to health and safety considerations from physical labor and exposure to body fluids. **Physical Abilities:** Requires the ability to perform indoors in a classroom/laboratory environment engaged in work of a moderately active nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to move about office, classroom/laboratory, and school grounds, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers. Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 50 pounds) on a regular basis, and heavy weight (under 75 pounds) without labor saving equipment on an intermittent basis.

APPROVED BY PERSONNEL COMMISSION: September 27, 2007