

SANTA BARBARA COUNTY EDUCATION OFFICE
Personnel Commission

PARAPROFESSIONAL - BEHAVIORAL INTERVENTION

SUMMARY

Assists teachers, DIS staff and behavior specialists of Santa Barbara County Education Office (SBCEO) with administration of intensive behavioral intervention with students in school classroom and/or community settings. Performs a variety of activities in support of special instructional programs.

Distinguishing Career Features

The Paraprofessional for Behavior Intervention is a specialized position for instructional support to teachers and behavior specialists. The position assists SBCEO educators with behavior intervention for students having exceptional behavior intervention needs. The Paraprofessional for Behavior Intervention has been specially trained and demonstrates competency in advanced behavioral supports.

Works on an in-depth basis with individual students with exceptional needs to implement intensive behavioral support and instructions to selected students one-on-one or in small groups.

Provides support to special education staff by implementing visual, behavioral, social, and or communications strategies that enhance student performance and behavior.

Supports individual students in subject matter throughout the school day. Prepares and may develop age-grade appropriate instructional aids and exercises to support behavior intervention and subject matter being taught.

Participates in consultations with staff on behavior interventions for students on site and in school settings. May attend Individualized Educational Plan (IEP) meetings as necessary to observe the connection between intervention and educational goals.

Provides input to special education staff on student performance, progress, and behavior.

Collects and charts behavioral data and keeps appropriate records for teachers. Assures privacy of student information.

Develops and uses incentives as positive reinforcement. Exercises constant supervision of children. Assesses the need for, and uses appropriate discipline in accordance with grade level and student's ability to understand discipline.

May monitor classroom activities when a special education teacher is absent from the classroom. Observes, monitors, and redirects the behavior of students within approved procedures. Reinforces behavior modification techniques determined by the teacher.

Documents student academic and behavior progress and performance to teachers using the individualized education plan as a guide. Records information in formats that support further evaluations. Reports occurrences to teachers.

Assists special program administrative staff with the preparation and presentation of in service training sessions. Assists in organizing, and participates in meetings to share information about behavior intervention programs.

Prepares and maintains a variety of files and records for classroom or assigned program.

Accompanies students going from one location to another. Assists with loading and unloading of assigned students onto buses or other transportation. Assures safety of students following health and safety rules.

When working with students with severe disabilities, may be required assist with certain medical and hygiene

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functions.

Performs other duties as assigned that support the overall objective of the position.

QUALIFICATIONS

Education and Experience

The position requires a high school diploma or equivalent, 48 hours of college credit hours that are degree eligible, plus one year of experience working with in a classroom environment containing students with special needs. Alternatively, may accept a high school diploma, passing of a competency exam, and three years of classroom experience. Incumbents having additional college course work may use it to substitute for some experience; specialized training and experience implementing positive behavioral supports.

Knowledge and Skills

The position requires working knowledge of the principles and practices of age appropriate child development and guidance applicable for an educational setting. Requires basic knowledge of autism and other developmental disabilities. Requires basic knowledge of the principles of applied behavior analysis and specific instruction methodologies such as, but not limited to, discrete trial teaching. Requires working knowledge of the subjects taught in the schools served by the SBCEO, 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 document requirements for special education students and 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 extreme levels of 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. 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 work with students who have severe developmental delays and behavior problems. Requires the ability to apply principles of positive reinforcement, applied behavior analysis, and discrete trial teaching. Requires the ability to manage students who act out verbally and physically. 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 work with and demonstrate sensitivity to a diverse population of students and parents. 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 require competency in a second language or basic competency in sign language.

LICENSES AND CERTIFICATES

May require a valid driver's license. May require a valid first aid card. Completion of a structured course in Crisis Prevention Intervention (CPI).

WORKING CONDITIONS

Work is performed indoors and outdoors with some, yet infrequent exposure to health and safety considerations.

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Physical Abilities:

Requires the ability to perform indoors in an office, classroom, or home environment engaged in work of primarily a sedentary to 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 converse with individuals and small groups. Requires the ability to move about office, classroom/home environs, 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. Requires the ability to work at multiple school sites.

APPROVED BY PERSONNEL COMMISSION: August 23, 2007