

**Central Valley School District
Job Description #506**

TITLE Paraeducator – Behavior Intervention Technician

GENERAL SUMMARY

The Behavior Intervention Assistant is involved in direct student services providing crisis intervention and consultative strategies to students, as planned by the special education case manager. Services will be provided in many locations and in varied environments. The primary areas of responsibility will be to provide support using behavior management techniques, intervention strategies, anger management and problem solving for severely behavior disordered students.

ESSENTIAL JOB FUNCTIONS

Depending upon the individual assignment, the Paraeducator – Behavior Intervention Technician may perform all or a combination of the following:

1. Willingness to be trained in a variety of specific management techniques, as planned by the district, including but not limited to MANDT, ABA, behavior modification, etc.
2. Willingness to be trained to work with students who may be physically and emotionally out of control. This may involve therapeutic physical restraints.
3. Willingness to be trained in use of non-violent physical control of students.
4. Collect and record data on student(s), accurately describing interventions, techniques, strategies and responses.
5. Arrive at assignment on time, prepared to complete assigned tasks promptly as students arrive.
6. Work in cooperation with certificated, classified, and other community providers to promote effective learning atmosphere for students.
7. Provide input into behavior intervention plans when requested. Implement behavior intervention plans.
8. Exhibit confidentiality, initiative, creativity, and enthusiasm in performing job functions.
9. Prepare all required reports and data collection as requested.
10. Provide instruction to disabled students in areas of educational remediation as assigned and supervised by the special education case manager and/or related service provider.
11. Respond appropriately to any special medical needs such as seizures, catheter, respiratory, etc.
12. Perform other duties as directed by the supervising special education teacher, Special Services Supervisor, Special Services Coordinator, or site administrator.

OTHER FUNCTIONS

REPORTING RELATIONSHIPS

This position reports to the Supervisor of Special Services, Special Services Coordinator, Special Education Teacher, and Site Administrator.

MENTAL DEMANDS

Experiences frequent interruptions; required to deal with a wide range of student behavior and academic abilities. Required to deal with a wide range of physical and/or emotional/social disabilities which may include distraught, difficult, or physically aggressive students; may be required to deal with distraught or difficult parents; May be required to shift task and priority; Requires concentration and attention to detail.

PHYSICAL DEMANDS

Record keeping requires substantial visual concentration; may be exposed to visual display terminals; Potentially exposed to ordinary infectious diseases as carried by students; Exposed to student noise levels; Physical restraint requires substantial physical ability; Bus loading requires working outdoors in inclement weather; May be exposed to verbal or physically assaultive student behavior; Required to work in non-routine positions for extended periods.

QUALIFICATIONS

1. Graduate of a four year college degree program with a major in psychology, applied psychology, or social work or equivalent experience/education preferred.
2. Previous documented successful experience in working with students in grades K-12 who are severely behaviorally/emotionally disabled.
3. Previous documented successful experience in working with students who have been physically or emotionally out of control.
4. Ability to provide coaching to staff and students.
5. Strong communication skills with the ability to recommend classroom interventions for behavior adjustment problems.
6. Ability to be an effective listener.
7. Ability to collaborate with special education teacher, outside providers, and other team members.
8. Ability to communicate effectively with students.
9. Self motivated to carry out tasks in many different locations, structured and unstructured environments.

10. Present a positive enthusiastic attitude to students, staff and parents in crisis situations.
11. Ability to give specific direction quickly in a crisis situation.
12. Ability to work collaboratively through a crisis situation with team members.
13. Ability to remain calm in extremely stressful situations.
14. Ability to maintain extreme confidentiality regarding students, families, and specifics of programming, except with designated personnel.
15. Flexible, punctual, and ability to work well independently.
16. Current CPR and First Aid certifications required.
17. Ability to physically restrain students.
18. Willing to attend courses, workshops, classes, etc., and implement information and techniques from training opportunities.

UNIT AFFILIATION

PSE – Paraeducators

CONDITIONS:

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.

Revised 09/05

Revised 01/06

Revised 06/16

Revised 03/19