

TITLE
Education

Educational Assistant – SPED (Behavior Support)

QUALIFICATIONS

1. Not less than a high school diploma or general equivalency diploma (copy of diploma or transcript must be submitted upon employment), **and demonstrable proficiency in reading and writing skills.**

Preferred - Associate Degree, or a minimum of 48 semester hours of college credit.

2. At least one (1) year of experience so that with appropriate training, service may be provided in the specific role for which employed; and
3. Meets health and physical requirements.

JOB GOAL

To provide direct behavioral assistance and positive behavioral supports to SPED students who are exhibiting behaviors detrimental to their own learning and/or the learning of others, and/or exhibiting behaviors endangering their personal safety and/or the safety of others.

ESSENTIAL FUNCTIONS

1. Provides one-on-one behavioral support to students during periods of anxiety or behavioral events, including assisting with verbal or physical de-escalation techniques;
2. Provides monitoring with the student (e.g. CICO) and teachers, including in-class observations;
3. Collects data pertinent to Functional Behavior Assessments and Behavior Support Plans;
4. Tutors individual students and small groups related to behavioral objectives and social skills;
5. Assists individual students with organizational needs;
6. Assists teachers in the escorting or supervision of individual students or small groups during high risk events;
7. Models positive behavior supports and effective communication with high-risk students;
8. Assists the teacher with preparation of intervention materials;
9. Assists with the SWIS data system;
10. Maintains student confidentiality; and
11. Perform other duties as assigned.

PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, or the average weight of a student. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping, kneeling and/or crawling
4. Reaching
5. Talking
6. Hearing

7. Seeing

VOCATIONAL PREPARATION

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to adequately learn or perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Form Perception: To make visual comparisons and discrimination and see slight differences in shapes and shadings of figures and widths and lengths of lines.
4. Manual Dexterity: Ability to move hands easily and manipulate small objects with the fingers.
5. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment – usually 180 school days from 8:00 a.m. – 3:00 p.m. Identified special need(s) of student(s) may require the normal work hours to change. Works under the direct supervision of the Supervisor of Special Education and the school Principal.

NON-EXEMPT from the requirements of the *Fair Labor Standards Act* in regard to earning (and being appropriately paid) time and a half for all work over forty hours in the defined work week (defined as Sunday 12:00 a.m. to the following Saturday at 11:59 p.m.).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.