

Paraeducator - Autism Specialist

Purpose Statement

The job of Paraeducator - Autism Specialist is done for the purpose of providing support to the instructional program with specific responsibilities working with students who have moderate to intensive needs; providing one-to-one instruction for students as needed; planning and modeling positive behavior interventions and reinforcement strategies; preparing students for a classroom or community setting; instructing independent life skills, social and play skills, and listener skills; effecting positive behavioral change in students; and complying with mandated policies, regulations and/or procedures.

This job reports to Assigned Supervisor

Essential Functions

- Adapts classroom activities, assignments and materials for the purpose of supporting and reinforcing classroom objectives.
- Attends meetings for the purpose of acquiring and conveying information strategies relative to job functions and collaborating and strategizing to create effective plans of work for the behavioral and educational needs of students.
- Collaborates with behavior analyst, classroom teacher, and other paraprofessionals for the purpose of developing and implementing positive behavioral intervention and educational plans.
- Implements instructional processes for identified students for the purpose of ensuring development of learning, following directions, independently completing daily tasks, and socializing and interacting with peers and the community.
- Implements lesson plans and observes student curriculum performance for the purpose of generating and providing student progress documentation.
- Provides daily support (e.g. feeding, lifting, carrying, personal hygiene, toileting, changing, self-care, mobility and structural adaptations, etc.) for the purpose of ensuring necessary care and process implementation for students.
- Transports students in District vehicles for the purpose of facilitating community-based activities and work experience.*

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: leading and applying identified behavioral and educational techniques; implementing techniques for physically restraining or controlling physical behavior; assisting professional staff in designing and implementing educational and behavioral goals for identified students with severe autism and students with other severe disabilities; communicating effectively; adhering to safety practices and procedures; administering first aid; analyzing data; applying assessment instruments; applying curriculum and instructional techniques; classifying data and/or information; planning and managing projects; preparing and maintaining accurate records; and using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: age appropriate activities/behaviors; health standards and hazards; safety practices and procedures; school safety and security practices; stages of child development; treatment modalities; basic principles and practices of behavior techniques; and basic academic subject matter for learning.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: solving problems; implementing effective intervention processes; working confidentially and with discretion; relating to students in individual and small group settings; effectively implementing necessary educational and behavioral goals for assigned students; demonstrating patience and understanding toward children with special needs; calmly dealing with emergency situations; working cooperatively with other team members; adapting to changing work priorities; meeting deadlines and schedules; organizing tasks; setting priorities; working with detailed information/data; and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 50% walking, and 30% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience: One year paid or volunteer experience in organized setting with school aged children with disabilities.

Education (Minimum): High school diploma or equivalent.

Required Testing

NCLB Compliance/Skills Proficiency Test
Random Drug Testing**

Certificates and Licenses

CPI Certification
Valid Driver's License**

Continuing Educ. / Training

Maintains Certificates and/or Licenses
District Mandated Training

Clearances

Criminal Background Clearance
Physical Capacities Test Clearance
Tuberculosis Clearance
Pre-Employment Drug Clearance**
Current DMV H6 Driving History Report**

**Applies to Transitions/Community-Based Instruction Program only.

FLSA Status

Non Exempt

Approval Date

December 14, 2021

Salary Grade

Range G

Revised Date