

**Humboldt County Office of Education
BEHAVIORAL SUPPORT ASSISTANT**



*Garry T. Eagles, Ph.D.
Superintendent*

POSITION SUMMARY

Under the general supervision of the SELPA Director and direction of SELPA Behaviorists, the Behavioral Support Paraprofessional provides specific and intensive support to Humboldt/Del Norte SELPA students with behavioral issues in accordance with comprehensive positive behavioral intervention plans and utilizing effective behavior management strategies; will work 1:1 with students for short term emergency situations; deliver instructions; participate as a member of the educational team, and help implement all components of the student's individual program. This is a 10 month position.

DUTIES AND RESPONSIBILITIES

Implements behavior intervention plans and strategies; consults and collaborates with SELPA, district and site staff; collects data as part of assessment process; participate in IEP meetings as appropriate; maintains appropriate documentation, records, and reports; works one on one with students with serious behavioral needs; support students through transition into new education settings; performs other duties as assigned.

EMPLOYMENT STANDARDS

Education and Experience

Graduation from high school or comparable demonstration of basic competence and not less than two years experience working with special needs children in a school setting involving students with complex and/or severe behavioral problems. Two years of college training related to psychology, child development, or education may be substituted for one year of experience. Passing score on the paraprofessional exam required. Some skills in sign language desirable but not required.

Knowledge of:

- Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs;
- Behavior management strategies and techniques relating to pupils experiencing behavioral difficulties;
- Positive behavioral interventions and applied behavior analysis;
- Appropriate English usage, punctuation, spelling and grammar;
- Data record keeping systems with or without use of technology;
- Routine record storage, retrieval, and management procedures.

Ability to:

- Work with students having special needs and/or aggressive behaviors
- Appropriately manage student behavior and guide student toward more acceptable social behaviors;
- Implement positive behavioral intervention plans
- Model appropriate behavioral techniques
- Assist in teaching children who have special learning needs;
- Maintain emotional control under difficult situations;
- Learn and adapt to new procedures and conditions;
- Learn laws, rules, practices, and procedures related to public education for children and related to the program to which assigned;
- Maintain professional competency;
- Take extensive data and perform a variety of related clerical tasks
- Communicate effectively
- Supervise children in the classroom and out of doors;
- Follow oral and written directions;
- Adapt to changing work demands;
- Manage task priorities to meet deadlines;
- Work under varying degrees of stress;
- Establish and maintain effective working relationships with a variety of individuals and groups;
- Read and comprehend fine print such as contracts, spreadsheets, texts, catalogs, etc.;
- Communicate effectively via telephone, computer modem and in person;
- Be physically agile and possess sufficient strength and stamina to work with children who may be prone to sudden flight or aggression.

(Consideration will be given to requests for reasonable accommodation for the physical requirements.)

Range 35

Personnel Commission Approved: 4/9/2014