

WAKULLA COUNTY SCHOOL BOARD JOB DESCRIPTION

TITLE: ESE Behavioral Assistant

EMPLOYEE CATEGORY: 5/Instructional Support Personnel

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QUALIFICATIONS:

1. A high school diploma or its equivalent;
2. Experience with children in an educational setting or related field;
3. CPR/AED/First Aid Certified;
4. TEACH certified; and
5. Law Enforcement Auxiliary or Reserve Status.

KNOWLEDGE, SKILLS AND ABILITIES:

KNOWLEDGE: Ability to write documents following prescribed formats, and/or present information to others. Specific knowledge-based competencies include child guidance principles and practices, especially as they relate to students with behavioral and learning disabilities; basic subjects taught in District schools; behavioral principal and social interaction facilitation techniques; instructional methodologies, tutorial procedures and practices for students with developmental, behavioral and/or social-emotional disorders; safe practices in classroom and other activities; data collection and record keeping techniques.

SKILLS: Ability to perform multiple tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies include: operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

ABILITIES: Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; work with a wide diversity of individuals; learning the methods, procedures, functions and limitation of assigned duties; supervising and disciplining students according to approved policies and procedures; modeling appropriate social skills, social interaction and appearance; applying behavior modification techniques developed for classroom use; establishing and maintaining effective and empathetic working relationships with others; maintaining confidentiality; understanding the exceptional needs of special education students; learning structured teaching principles; explaining the impact of social emotional/behavior disorders on learning; demonstrating enthusiasm for and interest for the students and the instructional program; working harmoniously with staff, students and parents; communicate appropriately with parents and adheres to professional boundaries.

REPORTS TO: Principal or Designee

JOB GOAL

To assist the teacher and/or other school personnel in the instruction of individual or small groups of exceptional education students in kindergarten through twelfth grade under the direction of a certified teacher; assisting with the implementation of behavioral and instructional support plans; data collection; monitoring and reporting student behavior and performance; and providing specific training to select faculty and staff for the purpose of assisting students in achieving their academic, social emotional and behavioral goals.

SUPERVISES: N/A

ESSENTIAL FUNCTIONS:

1. Assists instructional staff in the preparation and adaptation of instructional materials for the purpose of providing activities and materials that facilitate student learning and performance.
2. Assists students by using behavioral strategies, positive reinforcements, social stories, peer facilitation and peer training for the purpose of teaching appropriate social behaviors in accordance with students' social and behavioral learning goals.
3. Assists students in a group, or on an individual basis, with specific instructional tasks and/or specific student goals for the purpose of accommodating their development and growth.
4. Assists students in ascending and disembarking the bus and/or van and transferring students to/from class for the purpose of providing supervision of students and ensuring their safety.
5. Assists students with adaptive and other self-care needs as required for the purpose of maximizing their independence and assimilation with the school environment.
6. Communicates with teachers and other members of the instructional team regarding assigned students' daily progress for the purpose of assessing students' progress.
7. Gathers, compiles and prepares data of observations of student performance in academic and social activities for the purpose of monitoring and reporting progress with identified goals.
8. Implements and models alternative communication strategies with students (e.g. uses of assistive devices) for the purpose of teaching students to effectively communicate.
9. Implements behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of assisting in meeting student needs and providing a consistent environment.
10. Implements and models alternative communication intervention strategies for the purpose of teaching students to communicate effectively.
11. Participates in training for the purpose of learning new skills relevant to working with students with disabilities and/or peers.
12. Participates in professional development programs as directed for the purpose of learning new skills relevant to working with students with disabilities and/or peers.
13. Supervises students at assemblies and on field trips, in the lunch or recess areas, halls and grounds for the purpose of maximizing their independence and assimilation within the school environment.
14. Performs a variety of clerical duties (e.g., copying, filing, scheduling, transfer of data, materials preparation) for the purpose of supporting the educational program and specific classroom requirements.

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PHYSICAL REQUIREMENTS:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching and/or crawling; significant fine finger dexterity. The job is performed under conditions with exposure to risk of injury in a clean environment. Exertion and/or lifting up to 100 pounds occasionally may be required.

TERMS OF EMPLOYMENT: School Year [10 months – 7.5 hours/day]

EVALUATION: Annually by designated administrator Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SALARY ITEM NUMBER: # 23 Salary and benefits shall be paid consistent with the District's approved compensation plan. Hours of employment shall be those established by the District. Page | 3