



**Orange County Department of Education
Human Resources Department
Classified Class Specification**

**Class Code: 4049
Date Adopted: 7/1/2024**

**FLSA Status: Nonexempt
Union Representation: Represented**

Paraeducator – Transition Behavior

GENERAL PURPOSE

Under general supervision, works with new or continuing students who are demonstrating significant behaviors that impede learning of self and others; observes and monitors the frequency of behaviors via data collection and one-on-one interventions within the classroom, community, and/or vocational job site setting; works as part of a classroom team serving students with moderate to severe learning, emotional, physical, and/or behavioral disability(ies); and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Paraeducators - Transition Behavior are responsible for following established guidelines and providing respectful, appropriate care, instruction, and supervision to one or more student(s) ranging in age from 18 months to 22 years with moderate to severe emotional, mental, and/or physical disabilities. Incumbents assist in implementing student(s) Individualized Education Plans (IEPs) including the Behavior Intervention Plans (BIPs) in order to foster productive learning and life skills, and to provide students with a variety of positive learning and socialization experiences.

Assignments may be on a long-term and/or as-needed basis to a designated classroom(s) and/or to provide one-on-one care and assistance to a particular student, as determined by the students' IEP and OCDE requirements. Typically, assignments focus on providing behavioral support and care for one of the following: students with significant behavior issues, student(s) in adult transitional programs, or pre-school student(s) in autism early intervention programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Deploy to multiple Administrative Units where a new or continuing student is demonstrating significant behaviors that impede learning of self and others; and work as part of the classroom team serving students with moderate to severe learning, emotional, physical, and/or behavioral disabilities.
2. Observe classroom structure for essential elements; assist and collaborate with classroom staff to increase instructional and behavioral elements in the classroom.

3. Observe student(s) and accurately document and record student(s) aggressive, assaultive, non-compliant, and self-abusive behavior, as well as behavior related to the safety of others; report student(s) progress toward meeting established IEP goals and objectives; and maintain and record detailed, accurate data sheets, notes, logs, and other documentation to summarize student activities, progress, and achievements.
4. Consistent with assigned students' IEPs and BIPs and under close supervision, follow and implement plans and protocols to assist and support students in meeting IEP goals and objectives in assigned areas of need, including but not limited to academic and readiness skills, communication skills, motor skills, sensory motor integration, social emotional and behavioral skills, (pre)vocational skills, self-help skills, recreational skills, functional and/or daily living skills.
5. Work one-on-one or with small groups of assigned students in classroom, jobsite, campus and/or community settings; and work closely and consult with teachers, psychologists, program specialists, therapists, parents, and administrators in implementing plans and protocols.

Based on students' specific needs/IEPs and as directed by supervising teachers and/or assigned therapists/specialists, performs one or more of the following:

6. Monitor assigned student(s) behavior and provide behavior modification, within established guidelines and requirements in classroom and/or community settings, dependent on assignment; redirect and modify problematic and disruptive behavior and model appropriate behavior; and reinforce positive behavior.
7. Ensure student(s) do not disrupt classroom or jobsite or community outing activities, including identifying, averting or de-escalating potentially difficult or stressful situations for student(s); implements student behavior management plans, as necessary; may provide short-term, one-on-one support and assistance to and supervision of a student with severe behavioral issues in a classroom or community setting.
8. In assigned classroom, school, and/or community settings; assist with student self-help, personal hygiene, and grooming needs, including dressing, hair care, dental hygiene, and toileting; changing diapers; and cleaning students, clothes, and surrounding areas in the event of accidents.
9. Provides one-on-one or small group instruction to students in academic areas; tutors and works with students on assigned academic skills and subjects; prepares, assembles, and/or adapts learning materials and equipment to meet student individual academic needs and abilities; and may attend and provide one-on-one support and assistance to assigned student(s) in general education classes.
10. Assist in maintaining a clean, orderly, and safe learning environment; check the classroom and other designated areas to ensure cleanliness and safety; assist in cleaning and straightening the classroom and other designated area(s); provide basic first aid to students as needed; wash dishes and sanitize mealtime surfaces and eating utensils and /tools; and launder bedding, clothing, and supplies, as assigned.
11. May provide physical assistance to assigned student(s) in a variety of classroom, physical education, recreational, and other activities; physically position students, as necessary; and properly lifts non-ambulatory students to/from wheelchairs and/or appropriate positions in adaptive equipment, such as standers, lifts, and modified chairs; and instruct, supervise, and encourage ambulatory students to engage in regular physical education activities.

OTHER DUTIES

1. Attends a variety of meetings and training sessions as required.
2. Meets with the assigned teacher, program specialist, and psychologist on a regular basis.

3. Presents data and student information at monthly Transition Behavior meetings.
4. Performs CPR and first aid as required.
5. May serve as a bus attendant for assigned students.
6. May provide verbal and written translations between non-English speaking parents and family members and teachers or staff, as assigned.

QUALIFICATIONS

Knowledge of:

1. Methods and practices of child guidance, especially as they relate to moderately to severely emotionally, mentally, and/or physically disabled special education students.
2. Methods and practices of behavior modification and the implementation of behavior modification plans.
3. Methods and techniques of conflict resolution.
4. Basic medical procedures, terminology, and supplies and equipment used to care for medically fragile individuals.
5. Proper lifting and positioning techniques for non-ambulatory students.
6. Basic subject matter areas taught in district schools, including mathematics, grammar, spelling, language, and reading.
7. Uses and operations of standard communication and visual aid tools and devices commonly used by this student population.
8. Procedures and practices for classroom, school grounds, and community safety.
9. State and county procedures relating to special education.
10. Correct English usage, including spelling, grammar, punctuation, and pronunciation.
11. Administrative practices and procedures, including recordkeeping and filing practices and procedures.
12. CPR and first aid.

Ability and Skill to:

1. Assist and encourage students to develop self-help and independence with regard to social and daily living skills, including eating, dressing, toileting, and personal grooming.
2. Use behavior modification and modeling techniques and methods to discourage disruptive and problematic behavior and facilitate positive social learning.
3. Lift, control, and discipline students according to approved policies and procedures.
4. Recognize individual student learning needs and adapt materials and assignments to facilitate learning.
5. Organize, set priorities, and exercise sound judgment within areas of responsibility; organize and maintain confidential student records and files.
6. Communicate clearly and effectively, both orally and in writing in English; and understand and follow written and oral instructions.
7. Deal with sensitive and difficult situations.
8. Travel to multiple Special School sites throughout Orange County.
9. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
10. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is one (1) year of experience working with severely emotionally, mentally, and/or physically disabled special education children with challenging behaviors in an organized setting, and one of the following; or an equivalent combination of training and experience:

- Completion of at least two (2) years of study at a college or university; OR,
- An Associate of Arts degree; OR,
- Satisfactory completion of an approved paraeducator test; OR,
- Demonstration of a rigorous standard of quality through a state or local assessment, including knowledge of and the ability to assist in instruction in reading, writing, and mathematics.
- Completion of OCDE BASIC (Behavioral Analysis Successfully Initiating Change) training.

Licenses; Certificates; Special Requirements:

OCDE in-service or other training and certification as required to meet the needs of the assigned student(s).

Obtain valid CPR and first aid certifications within six months of employment.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification often lift students and carry materials or equipment. They read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person and on the phone); and access and operate all required equipment for job duties. This position includes the need to traverse uneven surfaces. May move students weighing up to 50 pounds and lift up to 100 pounds with assistance.

Must pass a pre-employment physical examination related to job duties and assignments and in accordance with relevant codes and regulations.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use basic math; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work including students, who may engage in potentially dangerous and/or abusive behavior.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be

made to enable individuals with disabilities to perform the essential functions. Employees typically work in a classroom setting, and the noise level is moderately quiet. Employees also work in community-based and school yard settings where the noise level can be very loud.