



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

**Class Code: 4049
Date Adopted: July 18, 2009**

**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 frequency of behaviors via data collection and one-on-one interventions within the classroom, community, and/or vocational jobsite 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 student/s' 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

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Deploys to multiple Administrative Units where a new or continuing student is demonstrating significant behaviors that impede learning of self and others; works as part of the classroom team serving students with moderate to severe learning, emotional, physical, and or behavioral disabilities.
2. Observes classroom structure for essential elements; assists and collaborates with classroom staff to increase instructional and behavioral elements in the classroom.
3. Attentively observes and accurately documents and records student/s aggressive, assaultive, non-compliance, and self-abusive behavior, and behavior related to safety of self and others; reports student/s progress toward meeting established IEP goals and objectives; maintains and records detailed, accurate data sheets, notes/logs, and other documentation to summarize student activities, progress and achievements; may compile data and perform basic calculations to track student IEP goal/objective progress.
4. Consistent with assigned student/s Individual Education Plans (IEPs) and BIP and under close supervision of applicable teachers/specialists, follows and implements plans and protocols to assist and support students in meeting IEP goals and objectives in assigned areas of need, including academic / readiness skills, communication skills, motor skills / sensory motor integration, social /

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

emotional/ behavioral skills, pre-vocational/vocational skills, self-help, recreational, functional and/or daily living skills; keeps students focused and on-task; works one-on-one or with small groups of assigned student/s in classroom, jobsite, on campus and/or community settings; works closely and consults with teachers, psychologists, program specialist, therapists, parents, and administrators in implementing plans and protocols.

5. Creates data collection systems and graphs data related to target and replacement behaviors utilizing Excel spreadsheets.

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

6. Monitors assigned student/s behavior and provides behavior modification, within established guidelines and requirements in classroom and/or community settings, dependent on assignment; redirects and modifies problematic and disruptive behavior and models appropriate behavior; reinforces positive behavior; ensures student/s do not disrupt classroom/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.
7. In assigned classroom, school and/or community settings; assists 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.
8. Provides one-on-one or small group instruction to students in academic areas; tutors and works with students on assigned academic skills/subjects; prepares, assembles, and/or adapts learning materials/equipment to meet student individual academic needs/abilities; may attend and provide one-on-one support and assistance to assigned student/s in general education classes.
9. Provides one-on-one or small group assistance and support to student/s in community-based settings; accompanies, instructs, and monitors student/s on community-based instructional outings, work programs, and/or field trips; provides appropriate learning materials and prompts to meet student/s individual needs/abilities in these areas.
10. Provides support and instruction to and interacts with assigned student/s utilizing various communication/visual aid tools, systems, and equipment, such as voice boxes, PECS and/or basic sign language, as required and in compliance with student/s IEPs.
11. Provides ongoing supervision of assigned student/s; provides discipline within the scope of OCDE policies and guidelines as needed; supervises student/s during meal and other breaks; escorts student/s outside the classroom; assists student/s to enter and leave school bus/es; ensures student/s attend all classes and recreational activities.
12. As directed, prepares, organizes, arranges, and/or sets-up instructional materials/equipment for classroom/lesson use; sets up and prepares classroom bulletin boards, work areas, displays, and exhibits; prepares and modifies learning materials according to individual student needs; distributes and collects instructional materials and supplies; may assist in researching, developing, and/or generating lesson and/or arts and crafts activities for students; prepares and maintains a variety of student records and files; duplicates or laminates materials.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

13. Assists in maintaining a clean, orderly, and safe learning environment; checks the classroom and other designated areas to ensure cleanliness and safety; assists in cleaning and straightening the classroom and other designated area/s; provides basic first aid to students as needed; washes dishes and sanitizes mealtime surfaces and eating utensils/tools; launders bedding, clothing, and supplies, as assigned.
14. May provide physical assistance to assigned student/s in a variety of classroom, physical education, recreational, and other activities; physically positions student, as necessary; properly lifts non-ambulatory student to/from wheelchairs and/or appropriate positions in adaptive equipment, such as standers, lifts and modified chairs; instructs, supervises, and encourages ambulatory students to engage in regular physical education activity/ies, such as walking, weightlifting, biking, jumping rope, and running in/on school facilities/tracks; may assist APE teacher with swimming pool activities; assists in providing physical and occupational therapies, as directed.

OTHER DUTIES

1. Attends a variety of meetings and training sessions as required.
2. Meets with 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/family members and teachers/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/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/visual aid tools and devices commonly used by this student population.
8. Procedures and practices of classroom, school grounds, and community safety.
9. Correct English usage, including spelling, grammar, punctuation, and pronunciation.
10. Administrative practices and procedures, including record keeping and filing practices and procedures.
11. CPR and First Aid.

Ability to:

1. Assist and encourage students in developing 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/assignments to facilitate learning.
5. Organize, set priorities, and exercise sound judgment within areas of responsibility.
6. Organize and maintain confidential student records and files.
7. Communicate clearly and effectively, both orally and in writing.
8. Understand and follow written and oral instructions.
9. Deal with sensitive and difficult situations.
10. Travel to multiple Special School sites throughout Orange County.
11. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
12. 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 year of experience working with severely emotionally, mentally, and/or physically disabled special education children in an organized setting; and one of the following, or an equivalent combination of training and experience:

- Completion of at least two 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.
- At least one-year experience in OCDE Special Schools program; OR
- Experience working with students with severe disabilities and challenging behaviors.
- 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 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this class, an employee is regularly required to stand, walk, and sit; talk or hear, both in person and by telephone; use hands to finger, handle, or feel objects or controls; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, twist, crawl, climb, and balance, and lift and or move up to 50 pounds and lift up to 100 pounds with assistance from ground, waist, and chest level; and smell. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision, and the ability to adjust focus.

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

Mental Demands

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and/or with constant interruptions; and interact with District management, administrators, faculty, staff, parents, students, some of whom may engage in potentially dangerous and/or abusive behavior, and others encountered in the course of work.

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.