

Instructional Technician - Special Education-Severe Behavior Disorder

Purpose Statement

The job of Instructional Technician - Special Education-Severe Behavior Disorder is done for the purpose/s of assisting in the supervision, care and instruction of students with severe disabilities in the regular or in the self-contained classroom; following educational and specific behavioral plans; documenting students' daily activities; modeling appropriate behaviors and interactions with student and staff; observing and documenting student progress; implementing plans for instruction. .

This job is distinguished from similar jobs by the following characteristics: this assignment involves working closely with students who may exhibit severe behavior disorders (e.g. volatile physical and/or verbal aggressive behaviors) which could result in possible injury to staff.

This job reports to the Building Principal

Essential Functions

- Accompanies students to, from, and during classes outside of their regular classroom with monitoring and intervention for behavioral control of students with volatile and aggressive behaviors for the purpose of providing a positive and safe learning environment for the student and others.
- Adapts classroom activities, assignments and/or materials as directed for the purpose of providing an opportunity for all special education students performing at different learning levels and/or with different functional limitations to participate in instructional programs.
- Administers first aid, daily living care, medical and non-medical assistance (e.g. diapering, tube feeding, colostomy bags, medication, etc.) for the purpose of providing appropriate care and/or developing children's daily living activities and behavioral skills.
- Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, speech language pathologists, administration, maintenance personnel, team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing services in conformance with classroom teacher direction and in conformance with established guidelines and the IEP.
- Collaborates with teachers for the purpose of fulfilling students IEP goals.
- Implements behavior intervention plans for the purpose of helping the student to improve their behavior.
- Implements academic instruction for individuals or small groups (e.g. cooking, math, reading, spelling, music, etc.) for the purpose of meeting learning goals, as described by an IEP and/or district benchmarks.
- Maintains instructional materials and/or student files/records (e.g. adapting instructional materials, checking papers, attendance, audio visual equipment, set up art/science projects, etc.) for the purpose of ensuring availability of items and/or providing reliable information.
- Monitors special education student(s) (e.g. lunch, school bus loading zones, playground, classroom, field trips, assemblies, kitchen, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in additional training in specific behavioral intervention techniques (e.g. Mandt, CPI, first aid, CPR, Positive Behavioral Support, emergency procedures, and local state and federal

compliance issues, etc.) for the purpose of responding appropriately to student needs to improve the learning environment and safety of the student and others.

- Records data on behavior intervention plans for the purpose of tracking behavior to see the impact the BIP is having on the student.
- Remains with the student when necessary during a de-escalating situation both within and outside of the classroom for the purpose of providing for the safety of the student, other students and staff.
- Responds to emergency situations with appropriate strategies for the purpose of resolving immediate safety concerns of other students from aggressive behaviors exhibited by students with whom they are working.

Other Functions

- Participates in meetings and in-service presentations 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 need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: preparing and maintaining accurate records; adhering to safety practices; monitoring behavior and intervening during behavioral outbursts, and administering first aid.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; understand written procedures, write routine documents, and speak clearly; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: safety practices and procedures. concepts of grammar and punctuation.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups including children with limited verbal skills; displaying compassion and patience; maintaining confidentiality; and working as part of a team; Have the Ability for regular and reliable attendance.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience Job related experience is desired.

Education Targeted, job related education with study in job-related area.

Equivalency .

Required Testing

Certificates

Associates Degree, 45 hours of post high school instruction, or pass District proficiency test in compliance with No Child Left Behind legislation

Continuing Educ./Training

Must be physically fit and able to manage physically disruptive students at times

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

Salary Range