



IRVINE UNIFIED SCHOOL DISTRICT

PREVENTION AND INTERVENTION PARAPROFESSIONAL- ELEMENTARY

DEFINITION:

Under the general supervision of Prevention and Intervention and the Principal; assists students (K-6 grade) in improving social-emotional development and interpersonal communication through classroom, individual and small group interactions; observes and monitors student behavior and documents progress; under the supervision of a certificated teacher, implements lessons on empathy, impulse control, problem solving and emotion management to small groups of students following assigned grade level based curriculum; performs a variety of clerical and supportive tasks as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Schedules and conducts small group and individual lessons and training to assist students in improving social-emotional development and interpersonal communication; facilitates and reinforces student social and communication skills; leads discussions regarding social-emotional development learning lessons.
- Under the general supervision of a certificated teacher; implements classroom lessons on empathy, impulse control, problem solving and emotion management.
- Provides lessons to small groups of students following assigned grade-level based curriculum.
- Enhances the social and emotional development of students by fostering healthy concepts and helping students to build and improve social skills.
- Performs a variety of clerical duties in support of assigned activities such as preparing, typing, duplicating and filing instructional materials; sends and receives emails; maintains student logs, records, related files and forms as assigned; tracks student referrals and reasons for referrals into program.
- Observes and monitors student communication and behavior in the classroom and during outdoor activities.
- Operates a variety of classroom and office equipment including a computer, copier and assigned software.
- Assures the health and safety of students by following established practices and procedures; maintains learning environment in a safe, orderly and clean manner.
- Participates in meetings and attends in-services and other training programs as assigned.

QUALIFICATIONS GUIDE

Knowledge of:

- Child guidance principles and practices.
- Problems and concerns of students with challenging behavior, adjustment issues and low self-esteem.
- Basic small group instructional training methods and techniques.
- District policies, regulations and procedures related to assigned position.
- Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.
- Child Protective Services reporting practices and procedures.
- Applicable child social-emotional learning strategies.
- Correct English usage, spelling, grammar, and punctuation.
- Basic Positive Behavioral Intervention & Supports (PBIS) tiered systems.
- Basic filing and record keeping methods.
- Classroom procedures and appropriate student conduct.
- Student behavior management strategies and techniques.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy with students, staff and parents.
- Public speaking techniques.

Ability to:

- Work with students to improve student self-confidence and social interaction skills.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Perform a variety of clerical duties in support of assigned activities.
- Understand and follow oral and written instructions.
- Administer positive reinforcement strategies.
- Conduct and facilitate small group and classroom social skills instructional lessons.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Operate of a variety of classroom and office equipment, a computer and assigned software.
- Observe health and safety regulations.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Maintain records and files.
- Demonstrate an understanding, patient, warm and receptive attitude toward children.

EDUCATION/EXPERIENCE:

Any combination equivalent to: graduation from high school or equivalent GED and some experience working with students in an educational or organized setting. Incumbents are encouraged to participate in courses, seminars and workshops in the area of instructional services, psychology or guidance.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Seeing to read a variety of materials and monitor student activities.
- Hearing and speaking to exchange information.
- Reaching overhead and above shoulders to access materials.
- Lifting, carrying, pushing or pulling light objects up to 10 pounds.
- Walking to and from designated locations.

WORK ENVIRONMENT:

Indoor/classroom/outdoor environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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