



PREVENTION AND INTERVENTION PARAPROFESSIONAL-SECONDARY

DEFINITION:

Under the supervision of Prevention and Intervention and school support staff, compile and maintain for the purpose of identification and support of at-risk secondary students and their families; student check-ins, classroom presentations, group counseling sessions and workshops for secondary students in need of academic and social-emotional skill building.

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

- Lesson planning for group counseling sessions on topics such as making healthy choices, self-esteem, communication skills, relationships, conflict resolution, stress management and other social skills topics.
- Facilitate solution-focused counseling groups for academic and social-emotional skill building.
- Provide check-ins for students needing individualized and/or follow up support.
- Conduct school success workshops and provide classroom presentations.
- Collects data on the prevention and intervention services provided to students at school sites.
- Collaborate with school site counseling team on student referrals, counseling resources and intervention programs and services.
- Consults with teachers and parents regarding student concerns and referrals.

QUALIFICATIONS GUIDE

Knowledge of:

- Knowledge of and ability to work within the secondary school structure.
- Principles of public relations and human development and techniques of counseling.
- 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.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy with students, staff and parents.
- Public speaking techniques.
- Basic record-keeping techniques.

Ability to:

- Drive with a valid California Driver's license.
- Implement guidance materials and conduct effective support counseling groups with youth.
- 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.
- Demonstrate an understanding, patient, and receptive attitude toward children.

- Understand and follow oral and written instructions.
- Administer positive reinforcement strategies.
- Conduct and facilitate small group sessions and classroom presentations.
- 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: Equivalent to the completion of twelfth grade supplemented by appropriate college courses in the behavioral sciences, guidance, counseling or other related field. Familiarity/experience working in public school setting. Direct experience in working with youth in counseling/teaching setting.

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 equipment.
- Sitting for extended periods of time.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Lifting, carrying, pushing or pulling light objects up to 10 pounds.

WORK ENVIRONMENT:

Indoor environment. Driving a vehicle to conduct work. 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. The noise level in the work environment is usually moderate. Hazards include:

- Contact with dissatisfied or abusive individuals.

Previously Revised: 06/2017