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VACANCY ANNOUNCEMENT

POSITION:	Special Education Paraprofessional - ASD	**LOCATION:**	West Maple Elementary
SALARY:	Commensurate with experience and based on the BAP salary scale	**POSTING DATE:**	August 10, 2026
		DEADLINE:	Until Filled
SCHEDULE:	1.0 FTE/10 month position	**START DATE:**	August 25, 2026

Job Summary

We are seeking a compassionate, dedicated, and patient Paraprofessional to join our Special Education team in an Elementary Autism Spectrum Disorder (ASD) classroom. In this role, you will work closely with the classroom teacher, therapists, and support staff to provide structured instructional, behavioral, and personal care support. You will play a vital role in helping students on the spectrum build independence, communicate effectively, regulate their emotions, and achieve their academic and social goals in a safe, nurturing environment.

Essential Functions

ASD-Specific Instructional & Communication Support

- **Visual & Structured Learning:** Implement visual schedules, work systems, graphic organizers, and visual cues (e.g., PECS, token boards) to foster student independence and predictability throughout the day.
- **Communication Assistance:** Support students using augmentative and alternative communication (AAC) devices, core boards, and non-verbal communication tools to help them express needs and engage in learning.
- **Academic & Skill Building:** Assist the teacher by providing one-on-one or small-group instruction in reading, math, and social skills using direct, concrete, and multi-sensory strategies tailored to individual IEP goals.

Behavioral & Sensory Regulation

- **Positive Behavior Support**: Implement individual Behavior Intervention Plans (BIPs), token economies, and proactive behavior strategies under the teacher's direction.
- **Sensory Integration & Co-Regulation:** Guide students through sensory diets, movement breaks, and quiet space routines to support emotional regulation and prevent or de-escalate sensory overload or meltdowns.
- **Social & Play Facilitation:** Model and facilitate social interactions, turn-taking, and peer play during recess, interest centers, and group activities using structured social narratives and restorative strategies.

Daily Care, Routines & Safety

- **Personal Care & Dignity:** Provide respectful, dignified assistance with personal hygiene, including toileting, diapering, handwashing, and hygiene schedules.
- **Meals & Snack Support:** Supervise meal and snack times, facilitating self-feeding skills, addressing dietary/sensory preferences or feeding routines, and ensuring safety.
- **Active Supervision & Transitions:** Maintain continuous visual and auditory supervision to ensure safety during classroom activities, sensory breaks, recess, specials, and transitions (e.g., bus arrival and departure).

Data Collection & Classroom Management

- **Progress Tracking:** Assist in collecting objective daily data on IEP goals, behavior tracking sheets, and sensory schedules as directed by the teacher.
- **Environment Setup:** Help sanitize toys, organize sensory tools and visual boards, set up structured learning stations, and maintain an organized, low-distraction classroom environment.

Qualifications & Education

- **Educational Requirements (preferred):**
  Completion of at least 60 college semester hours or an Associate's Degree
- **Preferred Experience:** Previous experience working with elementary-aged children with Autism Spectrum Disorder, developmental delays, or neurodivergent learning needs.

Skills & Core Competencies

- **Patience & Emotional Maturity:** Calm demeanor, strong emotional regulation, and sound judgment under stress.
- **Flexibility & Adaptability:** Ability to stay composed and adjust quickly during unexpected schedule shifts, sensory triggers, or behavioral changes.
- **Communication:** Strong listening and communication skills to collaborate effectively with teachers, speech-language pathologists, occupational therapists, and school staff.
- **Academic Competency:** Proficiency in elementary reading, writing, and math concepts to support instructional tasks.
- **Tech Literacy:** Familiarity or desire to learn assistive technology, tablet applications, and visual schedule software.

Physical Requirements & Working Conditions

- Ability to provide physical support and guidance to young children with special needs.
- Ability to lift, push, or pull up to 40 lbs.
- Ability to bend, kneel, sit on the floor, and move quickly to ensure student safety (including supervising students who may exhibit elopement/running behaviors).
- Willingness to assist with student personal hygiene, diapering/toileting, and healthcare procedures as required.
- Willingness to participate in annual professional development related to Autism Spectrum Disorder, de-escalation strategies, and specialized instructional techniques.

Salary

Commensurate with experience and based on the BAP salary scale

Method of Application

Interested external candidates meeting the above qualifications must complete the online application through the Oakland Human Resources Consortium website by the deadline listed. Candidates should include a resume and cover letter. The posting can be found at Birmingham Human Resources, click on **Employment Opportunities > Open Position**

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