

# **Pupil Support and Behavior Management Assistant**

Dept/Div: *Student Support Services* FLSA Status: *Non-Exempt*

## **General Definition of Work**

Performs intermediate human support work assisting classroom teachers by working with special needs students individually or in small groups, and related work as apparent or assigned. Work is performed under the moderate supervision of the Building Principal and Director Student Support Services.

## **Qualification Requirements**

*To perform this job successfully, an individual must be able to perform each essential function listed below satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. This is not an exhaustive list of any or all functions a position could perform. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.*

## **Essential Functions**

Assists classroom teacher(s) by performing specific duties as assigned or undertaking specialized tasks to achieve and enhance instructional objectives.

Assists in the maintenance of various records and files.

Adapts instructional materials, equipment or strategies, as directed by the teacher or therapist, to accomplish instructional objectives and students' needs.

Provides programmed practice activities and repetitions, as developed by teacher or therapist when necessary.

Works with individuals or small groups to reinforce material introduced by teacher and make progress on Individualized Education Program goals.

Assists with developing appropriate social skills and behavior; assists in managing/charting behavior.

Escorts students to special classes and therapy; provides supervision in school areas and at school related activities off site, including driving a busette or van.

Collaborates with related service personnel.

Assists with daily living skills which may include, but not limited to: dressing, undressing for PE, toileting, eating and hygiene.

Participates in in-service training programs as assigned.

Participates in conferences with families and other team members as requested by teaching staff.

May assist students with mobility needs including loading and unloading buses.

Provides behavior support for students as directed by the teacher related to IEP goals and objectives and behavior plans.

Provide support in the school and the community for work-based learning related to IEP goals and objectives.

Create a positive relationship with the customer and ensure the interaction the customer has with the district is an efficient and satisfying experience.

Maintains confidentiality and private data per Minnesota Government Data Practices, Family Educational Rights Privacy Act and district policy.

Performs other duties as assigned.

## **Knowledge, Skills and Abilities**

General knowledge of the practices, methods and techniques used in the teaching of special education population; thorough skill in the use of classroom and instructional equipment; ability to maintain files and information; ability to deal effectively with special students and teachers; ability to establish and maintain effective working relationships with students, teachers, parents, associates, administration and the general public.

## **Education and Experience**

High school diploma or GED and moderate experience working with children, or equivalent combination of education and experience. Associates/Technical degree preferred.

## **Physical Requirements**

This work requires the occasional exertion of up to 100 pounds of force; work regularly requires standing and speaking or hearing, frequently requires walking and stooping, kneeling, crouching or crawling and occasionally requires sitting, using hands to finger, handle or feel, climbing or balancing, reaching with hands and arms, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, operating machines and observing general surroundings and activities; work occasionally requires exposure to outdoor weather conditions and exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

## **Special Requirements**

Must hold AA/AS degree, completed 60 semester credits, pass MN Parapro test Training in Blood Borne Pathogens upon hire. Training in Crisis Prevention Intervention within 6-12 months upon hire as needed for program.

Valid driver's license in the State of Minnesota.

Last Revised: 7/1/2010