

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: ITINERANT CRISIS ASSISTANT - EXCEPTIONAL CHILDREN

GENERAL JOB DESCRIPTION

Under general supervision, provides direct behavioral assistance and support to students who are exhibiting behaviors endangering the safety of themselves and others. Employee will be assigned to elementary and/or middle schools on an as-needed basis to work with students, teachers, and teams to develop behavioral strategies. Provides documentation of incidents and services. Employee participates in on-going staff development as required by supervisor. Travel required within Guilford County.

SPECIFIC JOB DUTIES AND RESPONSIBILITIES

Provides one on one behavioral support to elementary and middle school students in crisis situations

Assists classroom teacher with developing, implementing, and assessing behavioral management strategies, including assistance with Functional Behavioral Assessments and Behavior Intervention Plans

Provides in-class observations, feedback, and recommendations to teachers on implementation of behavior strategies

Collects data, assists with on-going evaluation of behavior plans with recommendations for modifications

Exhibits professional work habits: punctual, reliable, respectful, shows initiative, etc.

Attends required staff meetings and staff development sessions

Works effectively and respectfully with students, family members, school personnel, community resources and natural supports

Other duties as assigned

MINIMUM TRAINING AND EXPERIENCE

Associate degree or minimum of 48 hours of post-secondary education with minimum of 2.0 GPA. Demonstrated experience, commitment, and competence with behaviorally and emotionally disabled children. Able to effectively communicate, both verbally and in writing, with team members. Training in de-escalation skills and physical restraint preferred. Valid N.C. drivers' license and reliable transportation necessary.

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SPECIAL REQUIREMENTS

Must become initially certified in a Crisis Intervention Program (specific program to be determined by GCS-Exceptional Children's Department) and maintain that certification through the proper renewal process, adhering to all time lines

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

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Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

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Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.