

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: TEACHER ASSISTANT - REGIONAL BEHAVIOR SUPPORT EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, provides direct behavioral assistance and support to students who are exhibiting behaviors endangering the safety of themselves and others. Employee may perform a wide range of tasks in order to support the efforts of the supervising teacher, meet the needs of all students, and ensure the provision of quality instruction for all students. Employee may provide individual assistance with academics and behavioral problems and may lead small group activities as directed. Employee documents incidents and strategies implemented in the classroom. Models and implements teaching of replacement behaviors to achieve intervention and stabilization for students with severe behavioral needs. Employee assists supervising teacher with general housekeeping and clerical duties. Reports to a Principal and/or supervising teacher.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists supervising teacher with executing instruction and evaluating its effectiveness.

Constantly monitors the safety and well-being of students; monitors student attitudes and encourages self esteem; assists students with becoming increasingly independent; supervises students in mainstream settings throughout the course of the school day.

Monitors student behavior and helps maintain discipline in the classroom; records time out and in-class suspension; assists with crisis prevention; assists with verbal and/or physical de-escalation techniques with students as needed.

Assists classroom teacher with implementing behavior management strategies as specified by Behavior Intervention Plan and goals identified to enable student to return to home school; focuses on teaching replacement behaviors (social skills, character education, anger management, etc.) so that student can transition to home school with new skills for success.

Assists students with learning; reinforces and clarifies instructions; may conduct short sessions on improving study skills; creates and modifies materials to match student abilities; modifies tests for students; provides individual assistance as needed.

Collects and maintains daily/weekly documentation concerning the progress of students in order to compile objective data to demonstrate progress toward goals and to identify skills acquired to

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support individual student's successful return to the home school.

Understands mental health diagnoses and the use of medication as they affect the behavior and well-being of students; works effectively and respectfully with students, family members, school personnel, community resources and natural supports.

Performs general housekeeping duties necessary to maintain an orderly classroom; performs repair and maintenance tasks related to school equipment.

Performs various clerical duties as needed; develops and files incident reports; grades student papers and scores tests; checks daily attendance; makes copies; develops classroom display and instructional materials; maintains and operates audiovisual equipment; orders supplies; maintains class files, etc.

Maintains student confidentiality.

ADDITIONAL JOB FUNCTIONS

Participates in staff development workshops as directed by Exceptional Children Services.

Accompanies students to and from the bus; escorts students to their classrooms.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

High School diploma and a minimum of 48 hours of college level coursework. A minimum GPA of 2.0 is required. Demonstrated experience, commitment, and competence with behaviorally and emotionally disabled children.

SPECIAL REQUIREMENT

If assigned as an assistant working with students in a Regional Behavior Support class, the employee is required to become initially certified in a Crisis Intervention Program (specific program to be determined by GCS Exceptional Children Services) and maintain that certification through the proper renewal process (adhering to all timelines).

Teacher Assistants must participate in staff development activities as directed by Exceptional Children Services.

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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, and 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.

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

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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, particularly when student is participating in an inclusive activity.

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.