

## **Madera Unified School District Classified Job Description**

### **Paraprofessional- Social Emotional**

#### **Purpose Statement**

The job of Paraprofessional-Social Emotional was established for the purpose/s to assist in providing instruction to a diverse range of individuals or small groups of students in a classroom or a school with special needs, not exclusive to students eligible under the category of Emotionally Disturbed(ED); under the direction of an assigned supervisor and under the general guidance of certificated personnel, assist in meeting the special behavioral, educational, and social-emotional needs of students.

This job reports to site Principal or designee.

---

#### **Essential Functions**

- Provide academic support for individual or small groups of students; monitor practices and related activities to assist in implementing, continuing or expanding practices to raise student achievement.
- Assist in the development of positive behavioral support and educational plans for identified students; assist in implementing lessons and preparing instructional materials to provide a LRE individual students; assist in setting up work areas as needed.
- Assist in the observation of students' curricular performance, record behavioral data, and implement support activities as identified by the teacher; maintain daily records of student performance under direct supervision in order to assist students to achieve their personal best.
- Assist students with personal hygiene; wash hands and faces; toilet students and change diapers and clothing, as needed.
- Observe and assist in emergency situations involving aggressive or uncontrolled behavior of identified students according to approved CPI(Crisis Preventative Intervention) procedures as trained; provided input as requested following emergency behavioral incidents (Behavioral Emergency Intervention Report) report progress regarding student performance and behavior to assist students to achieve their personal best.
- Implement positive behavior intervention strategies for students; model identified behavioral techniques including positive behavior interventions and reinforcement strategies as identified by the teacher.

- Participate in and attend in-service, structured and other specialized trainings, related to but not limited to, strategies for working with behavioral and educational needs of students, behavior management instructional curriculum and other areas assisting the teacher in providing high quality education to the students.
- Assist trained personnel with designated medical and physical services as mandated and trained to meet the needs of students and sites.
- Assist in performing specialized duties in educating students at a high level, including but not limited to: individualized learning activities, fine or gross motor skills, or communication and vocational skills.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements:**

#### **Knowledge and Abilities**

**KNOWLEDGE:** Specific knowledge required to satisfactorily perform the functions of the job include: issues, needs and requirements of students with severe social-emotional needs; basic subjects taught in district schools; correct English usage, grammar, spelling, punctuation and vocabulary; interpersonal skills using tact, patience and courtesy; basic record-keeping techniques; safe practices in classroom and playground.

**ABILITY:** Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; assist certificated staff with instruction and related activities for learning disabled students; assist a diverse range of students in developing self-help and social skills; communicate, understand and follow both oral and written directions effectively; lift, and restrain students according to approved policies; operate instructional and office equipment; learn basic computer skills as trained including programs that apply to current work; communicate using patience and courtesy in a manner that reflects positively on the organization; actively participate in meeting District goals and outcomes; apply integrity and trust in all situations; learn district organization, operations, policies, objectives and goals.

### **Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed in a generally hazard free environment.



## **Minimum Qualifications**

**Experience:** One year of experience working with children with 'social-emotional needs, preferably in a classroom environment.

**Education:** High School diploma or equivalent.

Completion of forty-eight units from a nationally accredited college or university, or A.A. degree or higher; or passage of a local assessment, which meets the requirements of the federal No Child Left Behind Act of 2001.

Minimum of 6 units in the field of Child Development/ Early Childhood Education if for a preschool position.

### **Required Testing**

Pre-employment Proficiency Test

Pre-employment Physical exam

### **Continuing Educ./Training**

CPR/First Aid

Completion of Paraprofessional

Competency Certification in Social-  
Emotion Support

### **FLSA Status**

Non Exempt

### **Certificates**

Valid CDL

CPR/First Aid Certificates

### **Clearances**

Criminal Justice

Fingerprint/Background Clearance

TB Clearance

Physical Demands (B)

### **Approval Date**

### **Salary Range**