

JOB DESCRIPTION

Clackamas ESD

POSITION TITLE: Functional Therapeutic School Educational Assistant

DEPARTMENT: Special Education

SCHEDULE PLACEMENT: Range 13

WORK YEAR: Up to 185 days

SUPERVISED BY: Classroom Teacher and Program Coordinator

EMPLOYEE ASSOCIATION: Classified

GENERAL DESCRIPTION OF THE POSITION:

The Educational Assistant assists the teacher in instruction, personal management and positive behavior management to engage students whose primary disability is intellectual disability with high intensity support needs and extremely significant behavioral challenges.

ESSENTIAL FUNCTIONS:

1. Provides instruction under the direction of the classroom teacher, to individual students in academic and functional skills domains, including communication, self-care, social skills, community use, functional academics, leisure, and work
2. Participates actively in the process of completing functional behavioral assessments by collecting specific data related to students' behaviors, and contributes to the development of students' Behavior Support Plans through sharing data and observations.
3. Manages student behaviors by adhering to the Behavior Support Plan developed for the student; utilizes principles of de-escalation at all times
4. Takes action, or assists in taking action, to seclude or restrain students who are at risk of harming themselves or others by following district-approved restraint/seclusion procedures
5. Follows guidelines for use of the least intrusive intervention and best practices, consistent with the students' needs and disabilities; provides feedback and adjusts the nature and frequency with which positive reinforcement is provided to students during individual sessions
6. Provides input into the development of individualized sensory plans for students; supports students' development of self-regulation ability through the skillful use of sensory tools; guides students to interact with tools to decrease behavioral escalation intensity and frequency
7. Builds students' ability to communicate through consistent use of communication methods, implementing them with fidelity as instructed by the speech/language pathologist and classroom teacher.
8. Participates in the assistive technology evaluation process, and provides input to the team regarding the student's strengths and needs.
9. Provides for students' personal care needs including feeding, toileting.
10. Performs health tasks and implements individualized protocols, as delegated by the CESD's Registered Nurse and assigned by the classroom teacher

11. Meets students' physical, communication, and instructional needs by using adaptive equipment and technology
12. Collects and records data on students' performance
13. Communicates accurately and effectively with other education staff, building administrators, employers, and community service providers related to instruction
14. Communicates with parents under the direction of or upon request of the teacher
15. Supervises students' arrival and departure, recess, breaks, and lunch in the education facility and the community
16. Prepares materials for instructional activities designed by the teacher, and completes routine clerical tasks
17. Maintains a clean and safe classroom environment, including proper disposal of waste, washing, and disinfecting materials
18. Wears protective gear as directed by the classroom teacher, behavior consultant, and/or program administrator
19. Contributes to and cooperates with the classroom instructional team, including the teacher, related services staff, other educational assistants, and support staff
20. Serves as the primary source of information and assistance to substitute teachers assigned to the classroom

ADDITIONAL FUNCTIONS:

1. Follows and supports CESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

MINIMUM QUALIFICATIONS:

1. At least 18 years of age
2. High school diploma, GED, or equivalent preparation
3. Ability to operate and use technology for student instruction and/or care, including computers, augmentative communication devices, and adaptive physical equipment
4. Ability to produce materials using computers, copiers, audiovisual equipment, and other office machines
5. Training or successful experience working with students whose primary disability is moderate to severe intellectual disability or other developmental disabilities
6. Ability to work under the direction of multiple supervisors
7. Ability to work as a member of a collaborative team
8. Ability and willingness to provide for students' personal care needs including feeding, diapering, and assistance with toileting
9. Ability to acquire and maintain a valid first aid and CPR card
10. Written and oral communication skills sufficient to perform essential functions
11. Physical and mental attributes sufficient to perform essential functions
12. Ability to acquire and maintain appropriate Oregon State approved behavioral intervention and de-escalation certification

WORKING CONDITIONS:

1. Exposure to aggressive student behaviors including biting, hitting, kicking, spitting and throwing of objects and other body bio-hazards,
2. Must lift and/or move 25-50 pounds, and may assist, move, or restrain students with greater weight, when required to intervene in student safety issues for students who may be out of control.
3. Exposure to students who make loud noises for lengthy periods of time
4. Work environment varies from the school setting, community, and outdoors
5. Travel modes can include the use of public transportation
6. Exposure to potentially infectious materials and communicable diseases

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

- | | | | | |
|------------------|---------------------------------------|--|--|--|
| Bend: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| (above shoulder) | | | | |
| Sit: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|
| Single Grasping | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|-------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input checked="" type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|---------------------------------------|--|

5. Lifting:

- Medium Work: Lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds.

Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

I hereby indicate by my signature that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the positions, and
3. I can perform the essential functions of this position without an accommodation.

Employee _____ Date _____

Supervisor _____ Date _____