

Napa Valley Unified School District

Position Description

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| Position: Independence Facilitator | Position Number: |
| Department/Site: Various | FLSA: Non-exempt |
| Reports to/Evaluated by: Director of Special Education or designee | Salary: Range 32 |

Summary

Under the supervision of the Director of Special Education or designee, assist a certificated teacher in providing instruction to behaviorally-challenged individuals or small groups of students; monitor, redirect, modify and record student progress regarding inappropriate behaviors and performance; assist in meeting special needs which may include feeding and toileting students; administer Intensive Behavior Interventions programs to identified special education students; perform a variety of clerical duties as assigned. Independence Facilitators are normally assigned to specific students based on need. Reassignments may be made at any time.

Distinguishing Career Features

The position of Independence Facilitator requires a high level of skill and specialized training. Advancement to this position after success as a Campus Supervisor, Instructional Assistant, Paraeducator and/or other school based experience is the most common career path. Other applicants with related experience and/or specialized training may also be considered. This position requires flexibility as to work location and is considered itinerant.

Essential Duties and Responsibilities

- Assist in providing instruction and supervision to behaviorally challenged individuals or small groups of students, reinforcing instruction as directed by the teacher in subject matter TK-post secondary.
- Administer Intensive Behavior Intervention plans to students in a school setting; participate in delivery of Intensive Behavior Intervention Services.
- Collect data and record anecdotal student progress notes, maintain and organize program notebooks and implement program modifications.
- Monitor and observe student conduct and utilize approved behavior management techniques to redirect and modify inappropriate behaviors; maintain behavioral charting data.
- Monitor and assist special education students in prescribed learning activities.
- Monitor, observe and report behavior of students according to approved procedures; report progress regarding student performance and behavior.
- Assist students and parents by providing proper examples, emotional support, a friendly attitude and general guidance.
- Communicate with teachers regarding the individual needs of special education students; provide input regarding student progress.
- Confer with teachers, as needed, concerning programs and material to meet student needs;
- Assure the health and safety of students by following health and safety practices and regulations;
- Assist special education students in learning proper personal hygiene and in developing self-help skills as assigned;
- Attends field trips and assists with Community Based Instruction.

- On occasion, assist students with personal hygiene; wash hands and faces; monitor individual toilet training schedules; toilet students and change diapers; change clothing as needed;
- Prepare instructional materials, administer and score tests and drills, review data and report concerns;
- Perform a variety of clerical duties according to established guidelines;
- Direct group activities for students as assigned;
- Participate in meetings and in-service training as assigned;
- Implement behavior management techniques used with special needs populations including training, redirection, de-escalation
- Perform other duties as assigned that support the overall objective of the position.

Qualifications

Knowledge and Skills

Behavior management and techniques used with special needs populations; Intensive Behavior Intervention techniques; Child guidance principles and practices, especially as they relate to students with learning disabilities, developmental delays and autistic behaviors; Basic subjects taught in District schools, including arithmetic, English grammar, spelling, language and reading at a level commensurate with assignment; User-level knowledge of technology typically used in classrooms to facilitate student learning; Appropriate developmental tasks; Safe practices in classroom and playground activities; Basic knowledge of best practices related to blood-borne pathogen transmission prevention; Basic instructional methods and techniques appropriate for 1:1 or small groups of students; Appropriate interpersonal relations using tact, patience and courtesy; Basic record-keeping techniques.

Abilities

Ability to respond to escalated physical behavior safely and in accordance with training; Ability to maintain focus for sustained periods on student behavior and be attuned to triggers and proactive in preventing escalated behavior; Assist with instructional and related activities of a special education learning environment; Understand the exceptional needs of special education students; Observe, monitor and record student behavior according to approved training and procedures; Develop rapport and relate to students with differing physical, mental or learning abilities and cultural backgrounds; Perform routine clerical duties such as filing, duplicating, and maintaining records; Make arithmetic calculations quickly and accurately; Understand and follow oral and written directions; Communicate effectively orally and in writing with children and adults; Read and follow Behavior Intervention Plans, rules, regulations, policies and procedures; Work cooperatively with others; Operate instructional and office equipment; Judgment to deal with emergency situations, including those involving blood and/or other bodily fluids; To work harmoniously with staff and students; Ability to become CPI certified within a reasonable amount of time and recertified as required; Must have the ability to be attuned to all student needs and take initiative to provide support within established parameters.

Physical Abilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. With or without the use of aids: sufficient vision to read printed materials; sufficient hearing to hear normal and telephone conversations;

sufficient capability to speak in an understandable voice with sufficient volume to be heard in normal conversations; sufficient manual dexterity to write, use telephone, and operate instructional equipment and office duplicating machines. Sufficient mental acuity to quickly problem solve potentially hazardous situations involving aggressive behavior of students. Seeing in general; close vision; color perception; hearing/listening; clear speech, dexterity in hands and fingers; kneeling, bending, stooping; sitting, reaching overhead; squatting walking; operate instructional and other specialized equipment related to the position and/or the student; sufficient strength, mobility and range of motion to lift, carry, push or pull up to 50 pounds. Ability to sit or stand for extended periods of time.

Education and Experience

Successful completion of the Instructional Assistant Exam coordinating with academic level required for the position (May waive requirement with proof of Bachelor's degree with coursework primarily in English), AA degree or completion of 48 college- level units ; Training in implementing intensive behavior intervention desirable; Two years experience working with children with behavioral challenges in an organized setting. Experience in educational setting preferred; One year experience observing and collecting student behavioral charting data preferred.

Licenses and Certificates

Requires a valid form of picture identification