



**CLASSIFIED**  
**Job Classification Description**  
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT  
PERSONNEL COMMISSION  
APPROVED MOTION NO. 42-2022/23  
DOCUMENT NO. 25-2022/23  
DATED 01/19/23

**PARAPROFESSIONAL - AUTISM**

**DEPARTMENT/SITE:** District School Site

**SALARY SCHEDULE:** Classified Bargaining Unit

**SALARY RANGE:** 28

**WORK CALENDAR:** 204 Days

**REPORTS TO:** Site Principal or Designee

**FLSA:** Non-Exempt

**PURPOSE STATEMENT:**

Under the general direction of the site Principal or Designee, the Paraprofessional-Autism provides instruction to a diverse range of individuals or small groups of students with disabilities (as defined in the Individuals with Disabilities Education Act [IDEA]) in a classroom or in a community, not exclusive to students identified on the Autism spectrum, assists in implementing plans for instruction; monitoring student behavior during non-classroom time; provides information to appropriate school personnel; and attends IEP meetings, as necessary or deemed appropriate. assists in meeting the special behavioral and educational needs of students with Autism. The incumbents in this classification provide the school community with specialized instructional support for students with disabilities which directly supports student learning and achievement.

**DISTINGUISHING CHARACTERISTICS**

Positions in this class provide specialized instruction to individuals or small groups of students with disabilities, in an autism self-contained classroom, resource classroom, other self-contained classroom and/or in the general education classroom.

This class differs from other classes of Paraprofessionals in that other classes provide support to the general instructional program within an assigned classroom, provide assistance to teachers in specialized classroom areas of instruction, and instruction/support for students with disabilities of physical impairment.

**ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**

*The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.*

- Assists 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.
- Assists in the development of positive behavior and educational plans for identified autistic students; assists in implementing lessons and preparing instructional materials to provide high level education for individual students; assists in setting up work areas as needed.
- Assists in the observation of students' curricular performance, records behavioral data, and implements support activities as identified by the supervising teacher; facilitates social skill activities with identified students; assists with fine and/or gross motor skills and communication skills; maintains daily records of student performance to assist students in achieving their personal best.
- Assists students with mobility needs; may accompany student(s) on school bus.
- Assists students with personal hygiene including washing hands and faces; toilets students and changes diapers and clothing, as needed; provides lifting assistance as needed.

- Assists trained personnel with designated medical and physical services as mandated and trained to meet the needs of students and sites.
- Communicates with supervising instructional staff and professional support personnel to assist in evaluating progress and/or implementing IEP objectives.
- Implements positive behavior intervention strategies for students; models identified behavioral techniques including positive behavior interventions and reinforcement strategies as identified by the teacher.
- Maintains instructional materials and manual/electronic files/records (e.g., daily Student Service Log) to ensure availability of items, provides written reference, and/or meets mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g., rest rooms, playgrounds, hallways, bus loading zones, cafeterias, parking lots) to maintain a safe and positive learning environment.
- Observes and assists in emergency situations involving aggressive or uncontrolled behavior of identified students according to approved behavioral training procedures; provides input as requested following emergency behavioral incidents (Behavioral Emergency Intervention Report); reports progress regarding student performance and behavior to assist students to achieve their personal best.
- Participates in and attends in-service, structured and other specialized trainings, related to but not limited to, strategies for working with behavioral and educational needs of autistic students, behavior management, instructional curriculum and other areas assisting the teacher in providing high quality education to the students.
- Provides academic support, under the direction of the supervising teacher, to a diverse range of individual or small groups of students; monitors evidence-based practices and related activities to assist in implementing, continuing or expanding practices to raise student achievement.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

## **KNOWLEDGE, SKILLS, AND ABILITIES**

*(At time of application)*

### **Knowledge of:**

- Specific needs, requirements and issues of students with communicative disorders
- Principles of child development, instructional processes
- General purposes and goals of public education
- Techniques used in directing, disciplining and motivating students
- Basic recordkeeping techniques
- Classroom management techniques and playground rules
- Safety practices and procedures
- Conflict resolution procedures and de-escalation techniques

### **Skills and Abilities to:**

- Assist a diverse range of students in developing self-help and social skills
- Assist in planning and prioritizing learning activities to support the educational needs of students
- Perform basic clerical functions
- Perform basic arithmetic calculations
- Operate standard office equipment and software applications
- Use English in both written and verbal form, use correct grammar, punctuation and spelling
- Interpersonal skills using tact, patience and courtesy with students, administration, and staff
- Actively move around play field, playground or campus for extended periods
- Understand and carry out oral and written instructions
- Maintain the confidentiality of student records
- Assume responsibilities involved in supervising and working independently with students
- Develop and maintain collegial relationships with staff

- Meet schedules and deadlines
- Read/interpret/apply rules, regulations, policies
- Rapidly learn methods and materials used in a variety of instructional situations
- Maintain safe environment for students
- Establish and maintain effective working relationships with staff, students and the public

### **RESPONSIBILITY:**

Responsibilities include working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

### **JOB QUALIFICATIONS / REQUIREMENTS:**

*(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)*

### **EDUCATION REQUIRED:**

High School diploma or equivalent. Completion of 48 units from a nationally accredited college or university; or A.A. degree or higher, or the passage of a local assessment test.

*Minimum of six (6) units in the field of Child Development/ Early Childhood Education if for a Preschool position.*

### **EXPERIENCE REQUIRED:**

One (1) year of experience working with autistic children. Behavioral & Educational Intervention training in Autism specific.

### **LICENSE(S) REQUIRED:**

- CPR/First Aid Certificates

### **CERTIFICATIONS AND TESTING REQUIRED:**

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
  - Criminal Justice and FBI Fingerprint Clearance
  - Negative TB test result plus periodic post-employment retest as required (currently every four years)
  - Pre-employment physical exam B through District's provider

### **WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Work takes place indoor and outdoor, and requires sitting, standing or walking for extended periods of time
- Lift or carry students or items up to 50 lbs.
- Physical abilities include stooping/crouching, reaching/handling, bending at the waist, kneeling, crawling reaching, handling or crouching to assist students and to retrieve and store materials
- Hearing and speaking to exchange information
- Visual acuity near/far to see/read instructional materials and to supervise students