

# The Howard County Public School System

## Job Analysis

**JOB TITLE: Paraeducator-Special Education**

**DOT/O\*NET Code: 099.327-010/25-9041.00**

### **POSITION INFORMATION**

**Summary of Duties:** The Paraeducator-Special Education works under the direct supervision of a certified teacher. He or she provides assistance with academic instruction, physical activities, and life skills attainment. The Paraeducator-Special Education may be assigned to a special education classroom or to a general education classroom. Assistance is generally provided to a small group of students; however, occasionally one-on-one assistance is required to meet the needs of individual students. The type of physical assistance provided depends upon the disabilities of the students to whom the Paraeducator-Special Education is assigned, and may include assistance with one or more of the following: ambulation, transfers, personal care (toileting, diapering, dressing, grooming, feeding), accessing and storing materials and supplies, and using therapeutic equipment. The Paraeducator-Special Education participates in field trips, community-based instruction, and work site visits. He or she also performs clerical duties, as well as other duties as assigned.

### **Essential Job Functions:**

- Assist the teacher with the implementation of lesson plans.
- Assist with the preparation of instructional materials.
- Accompany students to classrooms.
- Administer tests to small groups of students who may require testing accommodations.
- Modify assignments or materials to meet the needs of the students.
- Ensure that necessary classroom supports are in place for the students by assisting with organizational skills, and reading and/or writing of information as determined by Individualized Education Programs (IEP's).
- Assist in the implementation of IEP's, and assist in meeting IEP goals.
- Assist with the "Best Buddies" and "Peer Mentor" programs.
- Understand and use appropriate techniques to modify behavior or engage in physical prompting.
- Accompany the students to the cafeteria, and assist with feeding as required.
- Accompany students to work sites, and assist in the performance of work activities.
- Accompany the students on field trips and community-based instruction trips.
- Assist the students with the use of therapeutic equipment or sensory aids, if required.
- Provide personal assistance in the restroom, if needed; assistance with diapering and dressing may also be required.
- Assist with lifting and/or carrying a student, as required.
- Meet the students at the school bus in the morning, and accompany them to the school bus in the afternoon.
- Perform clerical duties such as typing, filing, and record keeping.

***Machinery, Tools, Equipment Used:***

The equipment used by the Paraeducator-Special Education will depend upon the needs of students to whom assigned, and may include any of the following:

- Hoyer lift
- Bicycles, wagons, scooters
- Walkers, braces, wheelchairs
- Stools
- Communication devices
- Other therapeutic equipment or sensory aids
- Desktop and/or laptop computers

***Products/Materials Handled:***

The products/materials handled by the Special Education Paraeducator will depend upon the needs of the assigned student, and may include any of the following:

- School supplies (pens, pencils, paper, books)
- Instructional materials/aids
- Snacks, lunches, utensils, trays
- Clothing, backpacks
- Towels, cloths, soap
- Personal care items
- Chairs or other classroom fixtures obstructing a student's path
- Machinery, tools, equipment noted above

**EDUCATIONAL/VOCATIONAL PREPARATION**

- High School Diploma or equivalent.
- On-the-job training may be provided in the use of equipment or in lifting techniques.
- The Paraeducator-Special Education is required to participate in blood-borne pathogen training.
- A Paraeducator-Special Education may be referred for Crisis Prevention/Intervention Training, and/or be asked to participate in training seminars.

**REQUIRED CERTIFICATES/LICENSES**

- May need to meet the educational requirements of No Child Left Behind.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Ability to communicate effectively with students and teachers.
- Ability to communicate information and ideas so that the students will understand.
- Ability to provide the appropriate level of assistance; patience to allow a student to complete a task at his or her own pace.
- Ability to carefully follow the instructions of the teacher.
- Ability to remain calm under trying circumstances when dealing with emotional outbursts, or students who must be restrained.
- Adaptability; willingness to accept assignments, and adapt to the needs of a group of students or a particular student.
- Ability to work independently and as part of a team.

- Ability to recognize when assistance in lifting or positioning of a student is required, and ability to request assistance from other staff members and provide assistance to other staff members.
- Some experience with, exposure to, or understanding of the needs of individuals with disabilities.

## **JOB SITE ENVIRONMENT**

### ***Work Site (inside/outside %):***

- Inside: 90 to 95%
- Outside: 5 to 10% (field trips, outings, recess, or meeting buses)

### ***Temperature Factors:***

- As encountered when outside of the school

### ***Noise Factors (sufficient to disrupt conversation):***

- Occasional, activity-related noise

### ***Air Quality Factors***

- N/A

### ***Working Surface***

- Tiled or carpeted floor; even surface
- Cement, grass, ground, or pavement outside; may be uneven or sloped
- Wet surface in area around therapeutic swimming pool

## PHYSICAL REQUIREMENTS

Non-Material Handling:											
Not Required		Rarely <1%		Infrequently <8%		Occasionally <33%		Frequently <66%		Constantly >67%	
	N	R	I	O	F	C	<i>Description of Requirements <u>at one time and throughout the shift</u></i>				
Bend			X	X			Varies, usually for 30 to 60 seconds at a time; based on the needs of the students. Alternatives to bending may include sitting on a stool, squatting, and kneeling.				
Squat			X	X			Varies, usually for 30 to 60 seconds at a time; based on the needs of the students. Alternatives to squatting may include sitting on a stool, bending, and kneeling.				
Kneel		X					Usually not required. May be needed for brief periods to assist some students. Alternatives to kneeling may include sitting on a stool, bending, and squatting.				
Crawl		X					Usually not required. May be needed for brief periods to assist some students.				
Balance			X				Varies; may be required to walk on uneven surfaces during outings and recess. Some students need to be followed and quick body movements are needed in response to a child's movements and activity.				
Reach Above Shoulder		X	X				Varies; based on the task assignment and location. <b>Away from the body</b> is needed for hand-over-hand guidance during instruction.				
Sit		X				X	Varies; based on the job assignment and program activities on a specific day and the needs of the students.				
Stand						X	At the elementary level standing combined with <u>intermittent walking</u> is required for most of the work day on successive days. At the middle and high level may be required all day but not every day.				
Walk				X		X	At the elementary level <u>intermittent walking</u> is required for most of the work day on successive days. At the middle and high level may be required all day but usually not successive days.				
Running		X					Usually not required. May be needed for up to 5 to 10 minutes at a time to supervise and retrieve some students.				
Alternate Sit/Stand						X	Alternative positions are squatting and kneeling.				
Hand Dexterity						X	Needed to manipulate pen and paper and small and medium size objects.				
Hand Controls				X	X		May need to operate wheelchair or equipment controls, and for hand-over-hand guidance during instruction.				
Foot Controls			X				May need to operate equipment with a student.				
Stair Climb		X					May be needed during outings.				
Ladder Climb		X					Required for using step ladders when putting up bulletin boards, organizing closets, hanging student work.				
Driving	X						Not Required				

### Material Handling:

'+' indicates the usually rare occurrence when the safety of students and staff requires the physical restraining of an out-of-control student.

Not Required		Rarely <1%		Infrequently <8%		Occasionally <33%		Frequently <66%		Constantly >67%	
Repetitions per day		1-10		<25		<100		100-500		500+ per day	
	N	R	I	O	F	C					
Lift Floor to Knuckle		50+					May be needed to assist in <u>team lifting</u> a student.				
10 in. to Knuckle		50+	50	50			Varies; may be needed to assist with lifting or stabilizing a student during activities, transfers or toileting.				
Knuckle to Shoulder			25	25			May be needed to retrieve and store equipment.				
Shoulder to Overhead			10	10			May be needed to retrieve and store equipment.				
Push		60+	50				May be needed to move a wheelchair over irregular terrain during an outing.				
Pull		60+	50				As noted for Pushing above.				
Carry		50+					May be needed to <u>team carry</u> a student.				

**ADDITIONAL INFORMATION/COMMENTS**

- The specific duties of the position will vary according to the school and student to which assigned.
- Assistance in lifting or carrying a student is readily available.
- No repetitive use of the hands or forceful gripping with bent wrists is required.

**JOB ANALYSIS REVIEW**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Howard County Public School System

\_\_\_\_\_  
Date

**JOB ANALYSIS PREPARATION**

Nancy Forest, M.A. CRC, CCM, CDMS, CLCP  
Printed Name

\_\_\_\_\_  
Signature

Senior Rehabilitation Case Manager  
Title

First Rehabilitation Resources, Inc.  
Company

\_\_\_\_\_  
Date

Michael Caruso, PT, OCS, FAAOMPT  
Printed Name

\_\_\_\_\_  
Signature

Industrial Physical Therapist  
Title

Occupational Rehabilitation Associates  
Company

\_\_\_\_\_  
Date