TITLE: Behaviour Intervention Coach
LOCATION: District
REPORTS TO: Director of Student Support Services
DATE: May 2014

SUMMARY

To work as a member of a multidisciplinary team that consults and supports schools in the assessment of severe behaviours, collaborating in determining interventions and providing direction and coaching in the implementation of behavioural strategies.

DUTIES

Under the direction of the Director of Student Support Services duties include, but are not limited to:

1. Interpreting reports, analysing data to understand behaviours and inform suitable interventions
2. Recommending and supporting the implementation of ongoing, individually implemented social skills training and/or instruction in behavioural and learning strategies
3. Recommending and supporting the implementation of a wide variety of environmental and behavioural adaptations to meet a range of needs
4. Coaching staff to effectively implement behaviour strategies.
5. Completing Functional Behaviour Assessments and designing behaviour intervention plans
6. Evaluating the efficacy of supports/interventions
7. Provide training to staff on topics such as: Non-Violent Crisis Intervention (NVCI), behaviour management, observational techniques/data gathering, supports for students with ASD, social skills instruction and other identified areas of need
8. Participating as a member of interdisciplinary school and community teams to support student success
9. Display a high degree of interpersonal skills in challenging situations; resolve conflict in emotional situations and work
constructively with families and public agencies to support students and families where there is significant need.

10. Working flexible hours
11. Other duties as assigned

QUALIFICATIONS
1. A diploma in a recognised two year post-secondary program providing qualifications in understanding and intervening in a broad range of behaviours, including the special education of:
   a. behaviours caused by FASD, Autism, Mental Health etc.,
   b. conducting Functional Behaviour Assessments,
   c. current autism intervention certification
2. Current certification as NVCI (CPI) trainer
3. Demonstrated communication and collaborative skills in working with children, teachers, families and community service providers
4. A minimum of two years’ experience working in diverse settings implementing and coaching teams for behaviour intervention strategies.
5. A demonstrated ability to mentor and teach adults
6. A demonstrated ability to work as a strong and effective member of a multi-disciplinary team
7. A demonstrated ability to work with limited direction
8. A minimum of two years’ experience working as an Educational Assistant
TITLE: Education Assistant
LOCATION: All Schools
REPORTS TO: School Principal
DATE: May 2011

SUMMARY
Provide support services to special education students in a classroom or school, to enable them to fully participate in instructional programs using available resources and learning materials. Participate as a member of the school based team for the assigned student.

DUTIES
Working under the direction of the Director of Student Support Services, School Administrators and Teachers, duties include but are not limited to:

1. Supervise and assist students to meet the Learning Outcomes as described in their Individual Education Plans (IEP).

2. Implement proactive behavioural strategies to diffuse potentially volatile situations using Non-Violent Crises Intervention procedures. Use other techniques to shape/modify behaviour of students who exhibit noncompliance or disruptive behaviour.

3. Attend to student’s medical response plans.

4. Help children into and out of wheelchairs, buses and cars.

5. Assist the students with acquisitions of social and academic skills across all areas of the educational environment.

6. Lift students into and out of wheelchairs, buses and cars; work with them in a swimming pool, gymnastics, and on the playground.

7. Assist with implementation of programs and follow physical care guidelines as designed by Occupational and/or Physical Therapists, Teacher of the Visually Impaired, and other outside agency support teams.

8. Maintain notes of student progress and activities.
9. On occasion attend to student's personal care and medical needs as necessary.

10. Assist in general supervision of all students in the school and on the school grounds.

11. Report any possible health problems to the teacher and/or parent and assist with first aid treatment when required.

12. May drive students in district vehicles, and where requested may drive students in personal vehicles

13. Other duties as assigned.

QUALIFICATIONS

1. Regular Grade 12 graduation, and completion of a recognized 2 year post secondary program or an equivalent combination of experience and training that includes coursework such as; anger/behaviour management, child/youth/adolescent psychology, abnormal psychology, counseling, communication disorders, augmentation communication, autism, orientation/mobility.

2. A strong motivation to work with special needs children.

3. Ability to build trusting relationships with students.

4. Ability to maintain the standard of discipline consistent with the policies and practices of the school and class as outlined by the Principal, Teachers and Parents.

5. Working knowledge of computer software and hardware.

6. Ability to implement effective behaviour management strategies to apply to a variety of student behavioural dysfunctions in all school activities.

7. Current Level 1 First Aid and CPR, Non-Violent Crisis Intervention (CPI), and Autism Certificate

8. Physical ability to perform assigned duties.

PAY GRADE:
Education Assistant is assigned to Classification #49, Education Assistant.
SCHOOL DISTRICT 70 - ALBERNI
JOB DESCRIPTION

TITLE: Communication Assistant
LOCATION: Assigned Schools
REPORTS TO: School Principal
DATE: June 2008

SUMMARY

Provide interpretation services between deaf or hard of hearing students and others; including teachers, other service providers, and peers within an educational setting. Participate as a member of the school based team for the assigned students.

DUTIES

Under the direction of the School Principal, The Director of Student Support Services and general direction of the classroom teachers, and with guidance from the specialist teacher of the hearing impaired, classroom teacher and/or district specialists:

1. Facilitate deaf/hard of hearing student's interpreting needs, including the need for independence; adherence to ethical standards appropriate to situations within the educational environment, demonstration of flexibility, teamwork, and diplomacy with teachers and other staff members.

2. Supervise and assist students to meet the Learning Outcomes as described in their Individual Educational Plans (IEP).

3. Support the student’s educational needs with materials supplied by the Teacher of Deaf and Hard of Hearing/classroom teachers.

4. Assist in general supervision of all students in the school and on the school grounds.

5. Report any possible health problems to the teacher and assist with first aid treatment when required. May be required to advise parents of student's illness and arrange pick-up or provide transportation to student’s home.

6. Maintain notes of student progress and activities.

7. Assist with other duties as assigned by school Administrator and/or Director of Student Support Services.
QUALIFICATIONS

1. Grade 12 graduation in an academic program.

2. Completion of the Douglas College Visual Language Interpreter Training Program or an equivalent program.

3. Certified as an Interpreter by the Registry of Interpreters of the Deaf (RID) or the Association of Visual Language Instructors of Canada (AVLIC).

4. Where the Communication Assistant has not completed the Interpreter Training Program or is not certified as an Interpreter, communication competency must be evaluated by a certified interpreter with current experience in elementary and secondary school settings.

5. Ability to rephrase sentences for maximum comprehension ensuring retention of the original communicative intent.

6. Ability to note take at a level understandable and appropriate to the reading ability of the student.

7. Some positions may require proficiency in American Sign Language (ASL).

8. Working knowledge of computer software and hardware.

9. Level I First Aid and CPR and may require Non-Violent Crises Intervention (CPI).

PAY GRADE:

Communications Assistant is assigned to Classification #41, Communication Assistant.
SCHOOL DISTRICT 70 (ALBERNI)
JOB DESCRIPTION

Title: Communicative Disorders Assistant (CDA)
Section: Student Support Services
Reports To: Director of Student Support Services
Date: June 2008 (updated 2018)

Summary
Provide speech and language support to students with communicative disorders. Participate as a member of the school based team for the assigned students in the Alberni Valley and the West Coast.

Duties
Under the direction of the School Principal, Director of Student Support Services, classroom teacher and Speech-Language Pathologist:

1. Supervise and assist students to meet the goals and objectives as outlined in the students’ Individual Educational Plans (IEPs)

2. Provide communication support to students who have speech and/or language delays/disorders

3. Assist with implementation and programming of Alternate Augmentative Communication Systems (AAC)

4. Utilize behavioral techniques for students who exhibit inappropriate/antisocial behavior due to communication challenges

5. Support students who are deaf or hard of hearing and assist with monitoring the students’ hearing devices

6. Maintain detailed progress notes of students’ performance during the individual or group session

7. Support the students’ speech-language and/or educational needs with materials provided by the Speech-Language Pathologist/Classroom teacher

8. Assist in general supervision of all students in the school and on the school grounds
9. Assist with other duties assigned by the Director of Student Support Services, Principal, Speech-Language Pathologist, Teacher of the Deaf and Hard of Hearing, or Classroom Teacher

**Qualifications**

1. Grade 12 graduation in an academic program

2. Completion of an accredited program for Communicative Disorders Assistants

3. A strong motivation to work with students with special needs

4. Organizational skills

5. Ability to work collaboratively with specialists, teachers, parents, and outside agencies.

6. Working knowledge of computer hardware and knowledge of current software provided for students requiring AAC support.

7. Basic signing ability

8. Ability to troubleshoot hearing aid devices

9. Level I First Aid and CPR

10. A valid BC Driver’s license.
TITLE: Personal Attendant
LOCATION: Assigned Schools
REPORTS TO: School Principal
DATE: May 2011

SUMMARY

Provide support services to specific students, to enable them to fully participate in instructional programs using available resources and learning materials. Participate as a member of the school based team for the assigned students.

DUTIES

Under the direction of the School Principal, the Director of Student Support Services, classroom teacher and/or district specialists:

1. Supervise and assist students to meet the Learning Outcomes as described in their Individual Educational Plans (IEP).

2. Assist with personal hygiene, grooming and toileting male and female students ranging in age from five to twenty years old.

3. Help students with mobility; guide students about the school; assist with dressing and feeding.

4. Lift students into and out of wheelchairs, buses and cars; work with them in a swimming pool, gymnastics, and on the playground.

5. Assist with implementation of programs and follow physical care guidelines as designed by Occupational and/or Physical Therapists, Teacher of the Visually Impaired, and other outside agency support teams.

6. Assist in general supervision of all students in the school and on the school grounds.

7. Be aware of and report any possible physical, emotional or mental health problems to the teacher and assist with first aid treatment when required. May be required to administer medication following doctor's orders and school district policy. May be required to advise parents of student's illness and arrange pick-up or provide transportation to student's home.

8. Maintain notes of student progress and activities.

9. Assist with other duties as assigned by school Administrator and/or Director of Student Support Services.
QUALIFICATIONS

1. Regular Grade 12 graduation, and completion of a current recognized 2 year post secondary program or an equivalent combination of recent experience and training that includes coursework such as; child/youth/adolescent psychology, abnormal psychology, counseling, anger/behaviour management techniques, communication disorders, augmentative communication, autism, orientation/mobility.

2. For some assignments, the Personal Attendant will be required to have completed specific course work. Examples include; particular medical training and knowledge of specific medical procedures, autism augmentative communication systems, cerebral palsy, spina bifida and deaf/blind intervention strategies.

3. A strong motivation to work with special needs children.

4. Ability to build trusting relationships with students.

5. Ability to maintain the standard of discipline consistent with the policies and practices of the school and class as outlined by the Principal and Teachers.

6. Working knowledge of computer software and hardware.

7. Childsafe First Aid, Non-Violent Crisis Intervention (CPI), and Autism Certificate.

8. Physical ability to perform assigned duties.
JOB DESCRIPTION

TITLE: Youth Care Worker
LOCATION: Assigned Schools
REPORTS TO: School Principal
DATE: April 2016

SUMMARY

Supervise and provide services to children and adolescents who face a variety of emotional, behavioural or physical problems, enabling them to participate in instructional programs.

Provide behaviour and emotional management programs to individuals or groups of students. Youth Care Workers focus on self-regulation for behaviour, social and emotional development with attention to communication and facilitate supportive community links for students.

Participate as a member of the school problem solving team for the assigned students.

DUTIES
Under the direction of the Director of Student Support Services, School Administrators and teachers, duties include but are not limited to:

1. Monitor and assist students to meet the Learning Outcomes as described in their Individual Educational Plans (IEP) or identified goal areas in a learning plan.

2. Provide intervention, coaching and monitoring guidance for adolescents with self-regulation, communication, behaviour and social challenges.

3. Implement proactive behavioural strategies to diffuse potentially volatile situations using Non-Violent Crisis Intervention procedures.

4. Assist with implementation of plans and follow care guidelines as designed by counselors, mental health clinicians, psychologists, psychiatrists and other professionals.

5. Liaise with outside agency personnel in order to facilitate support for adolescents. Assist students to locate and access community support services.

6. Support students to be successful at work experience, life skills placements, recreation activities and field trips.

7. Under the direction of professional staff, monitor student attendance, visit homes and support students’ return to classes and engagement with school.
8. Facilitate individual and group discussions with students on topics of physical, emotional and social well-being

9. Assist in general supervision of all students both on and off school grounds

10. Maintain notes of student progress and activities.

11. Report any possible health problems to the supervisor and assist with first aid treatment when required.

12. Drive students in district and personal vehicles

13. Other duties as assigned

QUALIFICATIONS

1. Regular Grade 12 graduation and completion of a current recognized 2-year post-secondary program (i.e. Social Services Diploma Program; Child Youth Care Workers program, or equivalent) including training and experience in behaviour management. In addition, the incumbent should have recent experience and training in areas such as; FASD, behavioural management techniques, social and emotional skills development.

2. Must have a demonstrated knowledge of Aboriginal culture and experience working with Aboriginal people in an education setting.

3. Knowledge of local community service providers; resources and services

4. Working knowledge of current educational technologies and program applications.

5. Child Safe First Aid, CPR, and Non-Violent Crises Intervention (CPI).

6. A Class V license and may require a class IV license and/or skills in equipment use such as power-saw or recreation skills such as swimming, skiing etc.

7. May require Autism Training

8. Physical ability to perform assigned duties.