

I. DESCRIPTION OF WORK

Positions in this banded class perform a wide variety of paraprofessional tasks in support of the treatment, education, socialization, habilitation, recovery/healing, and personal care of individuals. They assist individuals to meet their educational, socialization, family life, recreational and nutritional needs while ensuring a nurturing, caring, safe and supportive environment. Positions may be responsible for participating in team meetings and documenting individuals' responses to goals, treatment and/or rehabilitation programs. Positions with coordination responsibilities involve planning program services/activities, monitoring, evaluating, and modifying program activities; and developing resources.

II. ROLE DESCRIPTIONS BY COMPETENCY LEVEL

Contributing	Journey	Advanced
<p>Positions at this level typically perform routine instructional tasks on an individual and group basis under close supervision. They may also perform housekeeping tasks and supervise play and meal activities. They assist teachers with individual and group instruction, and guide clients on activities of daily living. They may also assist with transportation of clients.</p>	<p>Positions at this level typically participate in the writing of specified goals or simple task modules and writing of progress reports. They may instruct on an individual or group basis, in the areas of self-help, social, fine or gross motor, sensory, cognitive, pre-academic, language, communication, communication, community living skills and work adjustment behaviors. They provide input into interdisciplinary team activities and may administer standardized tests. They may be required to administer medications under supervision.</p>	<p>Positions at this level typically provide perform instructional activities for more complex caseloads. They may adjust or modify steps or tasks in the treatment plan based on client's observed responses and progress. They may act as lead workers and mentors for other support staff, including providing some training, guidance and advise for those staff.</p>

III. COMPETENCIES

Competency	Definition
Knowledge - Technical	Knowledge of the population to be served and the needs of that population. Knowledge of appropriate program rules and regulations, and appropriate code of ethics.
Communication and Teamwork	Ability to listen, understand and convey information in oral and written form to the population served, their families and others. Ability to work collaboratively as a member of a team to provide services for clients and families.
Interpersonal Skills	Ability to develop and maintain effective relationships with clients and others to encourage and support communication and teamwork. Ability to build and maintain ongoing, collaborative, working relationships to achieve therapeutic goals.
Advocacy Skills	Ability to develop and present the client's interests in all matters.

Note: Not all competencies apply to every position/employee; evaluate only those that apply. Competency statements are progressive.

IV. COMPETENCY STATEMENTS BY LEVEL

Knowledge – Technical

Knowledge of the population to be served and the needs of that population. Knowledge of appropriate program rules and regulations, and appropriate code of ethics.

Contributing	Journey	Advanced
Basic knowledge of the populations served and their needs. Skill in observing, recording and evaluating behaviors among the population served.	Basic knowledge of appropriate behavior modification techniques. Working knowledge of available community services. Working knowledge of the needs of the population served. Knowledge of appropriate protocols for medication administration when required.	Working knowledge of appropriate behavior modification techniques. Full knowledge of the needs of the population served. Ability to lead work teams and mentor other paraprofessional staff.

Basic knowledge - The span of knowledge minimally necessary to complete defined assignments.

Working knowledge - The span of knowledge necessary to independently complete defined assignments to produce an effort or activity directed toward the production or accomplishment of the research objective.

Full knowledge - The broad scope of knowledge demonstrated on the job that is beyond journey competencies.

Communication and Teamwork

Ability to listen, understand and convey information in oral and written form to the population served, their families and others. Ability to work collaboratively as a member of a team to provide services for clients and families.

Contributing	Journey	Advanced
Ability to effectively demonstrate and explain information to clients under close supervision. Ability to perform basic housekeeping and assist in meal set-up and feeding of clients. Ability to participate in the treatment team process.	Ability to effectively convey information to clients and others, under general supervision. Ability to make clear and concise notes of client progress and behaviors. Ability to convey information clearly to family members and treatment team members.	Ability to effectively convey information to clients and others, under minimal supervision. Ability to provide leadership and instruction to other staff.

Interpersonal Skills

Ability to develop and maintain effective relationships with clients and others to encourage and support communication and teamwork. Ability to build and maintain ongoing, collaborative, working relationships to achieve therapeutic goals.

Contributing	Journey	Advanced
Ability to relate positively and calmly to clients. Ability to communicate and demonstrate specific behavioral concepts and techniques.	Ability to relate positively to clients, families and professional staff.	Ability to relate positively in a crisis situation and in dealing with more complex cases. Ability to work with a variety of professionals representing various disciplines related to the client's specific needs.

Advocacy Skills

Ability to develop and present the client's interests in all matters.

Contributing	Journey	Advanced
Ability to assess adaptive, developmental and social behavioral levels of clients referred for their current functioning level.	Ability to follow-up on services being provided to the clients to assure needs are being met. Ability to provide and implement some of the services needed.	Ability to identify client needs in more complex cases and to recommend appropriate services required to meet those needs.

V. MINIMUM TRAINING & EXPERIENCE

Demonstrated possession of the competencies necessary to perform the work.

Note: This is a generalized representation of positions in this class and is not intended to identify essential work functions per ADA. Examples of competencies are primarily those of the majority of positions in this class, but may not be applicable to all positions.