




## Job Analysis

Job Title / Working Title	Instructional Paraprofessional – Intensive Behavior Interventionist
Department	Special Education
Job Summary	Under the direction of assigned supervisor and in accordance with the Individualized Education Program (IEP), provide support and assistance to the classroom teacher in the development and implementation of intensive behavioral supports to students with behavioral issues including implementation of comprehensive positive behavioral support plans, effective behavior management strategies, and data collection. Participate in the implementation of individualized treatment plans to meet the behavioral social-emotional needs of identified students.
Work Location Option	<input checked="" type="checkbox"/> Campus ( will perform tasks at different campuses)
Job / Work Schedule	7.5 hours per day, 5 days per week (185 days per year)
Scheduled Breaks	30 minutes, breaks needed
Overtime	N/A
Physical Demand Requirement of Job*	Heavy level of physical

\*Based on Dictionary of Occupational Title's Physical Demand Characteristics of Work

Date of Analysis	5/16/2023
Evaluator  AN ENLYTE COMPANY	Nicole Grabowski, MSA, CRC, CBIS, CCM Vocational Case Manager

**Essential Functions** - basic job duties that an employee must be able to perform, with or without a reasonable accommodation

*The position includes, but may not be limited to the following.*

	Essential Functions
1.	<ul style="list-style-type: none"> <li>Assist therapists, specialists, and teachers to implement behavioral strategies and program modifications in accordance with a student's Individualized Education Program (IEP).</li> <li>Employ approved and appropriate techniques for responding to students whose behavior may become injurious to themselves or others; reinforce behavior modification techniques as directed by a supervisor, teacher, and/or specialist.</li> <li>Assist in the preparation and/or development and delivery of age/grade-level appropriate instructional accommodations, modifications and exercises to support behavior intervention ensuring subject matter relatability.</li> <li>Provide feedback or data to therapists, specialists, and teachers about student performance, progress and behavior.</li> <li>Participate in developing data collection systems and monitor data collection to ensure the success of behavior plans.</li> </ul>
2.	<ul style="list-style-type: none"> <li>Document student academic and social-emotional performance as related to behavior progress.</li> <li>Collect relevant data as directed and maintain a variety of records or files.</li> <li>Assist in student behavior assessments as appropriate.</li> <li>Participate in IEP meetings as appropriate.</li> <li>Support students through transition into new education settings.</li> <li>Ability to work at multiple sites and perform department business utilizing personal transportation.</li> <li>Successfully complete District mandated training as assigned.</li> </ul>

## Job Tasks & Physical Demands

### Lifting / Carrying

(Force required to transfer object)

Essential Function	Job Task Description	Weight	Frequency	Start Height	End Height	Carry Distance
1-2	Lifting and assisting with movement of children and adults	Up to 50 lbs.	Frequently	0 in to 42 in	0 to 72 in	Variable



1-2	Lifting tables, chairs, benches, and computer equipment	Up to 50 lbs.	Frequently	0 in to 42 in	0 to 72 in	Variable
1-2	Lift laptop / chrome book	Up to 8 lbs.	Occasionally	12 to 42 in	12 to 42 in	Variable

**Total Body Pushing / Pulling** (Initial force required to move object. Not weight of object)

Essential Function	Job Task Description	Force Required	Frequency	Distance
1-2	Handle carts, standers, wheelchairs (student durable medical equipment)	Up to 50 lbs.	As needed	Varies

**Upper Extremity Pushing / Pulling** (Force required to move object while lower extremities are stationary)

Essential Function	Job Task Description	Force Required	Frequency
1-2	Student materials, durable medical equipment	Up to 40 lbs.	As needed

**Gripping / Coupling** (Force required to trigger a tool or hold an object)

Essential Function	Job Task Description	Force Required	Frequency
1-2	Computer mouse, desk top items	Simple grasp	Frequently
1-2	Cleaning supplies	Firm/ Simple grasp	Occasionally

**Reaching** (Horizontal distance from the midline of the body)

Essential Function	Job Task Description	Height	Horizontal Distance	Frequency
1-2	Access desk top items	12 to 42 in.	24 lbs.	As needed

**Psychological/Mental Demands**

	Yes	No	Description
Working under pressure/deadlines	X		Implement behavioral plans within timelines and school hours.
Perform fast-pace work	X		Implement behavioral plans within timelines and school hours.
Perform self-pace work	X		Documentation of behavioral plan and data collection
Perform incentive/piece work		X	
Perform with precise/production standards	X		Complete data collection, and composing training materials
Deal with multiple tasks throughout the workday	X		Work with multiple students with varying behavioral plans in a variety of setting with multiple supervising staff
Perform complex or varied tasks	X		Execute multiple behavioral plans, attend meetings
Perform simple and repetitive tasks	X		Collect and analysis data
Advanced interpersonal skills (influence/negotiate)	X		Work with peers and teachers to build relationships to transition behavioral plans
Perform in a leadership role (manage/supervise)		X	
Follow simple instructions	X		Collect and analysis data, implement behavioral plans
Follow complex instructions (beyond 3 steps)	X		Collect and analysis data, implement behavioral plans
Working alone	X		Complete documentation and implementation of behavioral plans
Working in a group	X		Plan development, providing initial and ongoing training for peers and staff. Participate in IEP meetings.
Travelling and/or Driving	X		Drive to multiple locations

**Work Environment / Environmental Conditions**

	Yes	No	Description
Personal Protective Equipment(PPE)	X		May use PPE
Chemical Exposure	X		Cleaning supplies
Confined Spaces (29 CFR 1910.146)		X	
High Elevations ( $\geq$ 4' above floor level)		X	
Temperature Exposure (Heat/Cold)	X		Work in all weather
Work Near Moving Machinery		X	



Work Near Powered Industrial Trucks		X	
Near Visual Acuity (Clarity $\leq$ 20in.)	X		Use computers, collect data, observe students and teaching staff
Far Visual Acuity (Clarity $\geq$ 20ft.)	X		Monitor environment, collect data, observe students and teaching staff
Color Vision	X		Used in behavioral plan
Depth Perception	X		Monitor environment, collect data, observe students and teaching staff
Feel/Touch (Perceiving object attributes)	X		Monitor environment, collect data, observe students and teaching staff

### Physical Demand Summary

Never	Infrequently 2-5 % of time 1-2 reps/ hr. 2-20 reps/day	Occasionally 6-33% of time 3-12 reps/hr. 21-100 reps/day	Frequently 34-66% of time 13-30 reps/hr. 101-245 reps/day	Constantly 67-100% of time > 31 reps/hr. > 246 reps/day
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TASKS	FREQUENCY N/I/O/F/C	DESCRIPTION / TOOLS & EQUIPMENT	
LIFTING/FORCE			
Up to 5 lbs.	F	Handle computers, durable medical equipment, student supplies, desk top items.	
Up to 10 lbs.	F	Handle computers, durable medical equipment, student supplies, desk top items.	
Up to 15 lbs.	O	Handle computers, durable medical equipment, student supplies, desk top items.	
Up to 25 lbs.	O	Handle computers, durable medical equipment, student supplies, desk top items, desk, chairs and computer equipment	
Up to 50 lbs.	I	Have access to two persons assist, assist students, handle tables, desk, computer equipment	
Floor - Waist (1"-41")	O	Handle computers, durable medical equipment, student supplies, desk top items, desk, chairs and computer equipment	
Waist - Shoulder (41"-54")	F	Handle computers, durable medical equipment, student supplies, desk top items, desk, chairs and computer equipment	
Shoulder – Overhead (55"-85")	I	Handle durable medical equipment, student supplies	
Total Body Push / Pull	I	Handle carts, standers, wheelchairs (student durable medical equipment)	
Upper Extremity Push/Pull	O	Handle carts, standers, wheelchairs (student durable medical equipment)	
POSTURES			
Bending / Squatting	F	Access supplies, assist students	
Twisting (Waist)	F	Access supplies, assist students	
Kneeling	F	Access supplies, assist students	
Supine-lying	N		
Crawling	N		
Neck Extension	O	Access supplies, assist students	
Neck Flexion	O	Access supplies, assist students	
Neck Twisting	O		
UPPER EXTREMITY			
Overhead Reaching	I	Access supplies, assist students	
Horizontal Reaching	F	Handle computers, durable medical equipment, student supplies, desk top items, desk, chairs and computer equipment	
Simple Grasping	F	R ☒ / L ☒	Handle computers, durable medical equipment, student supplies, desk top items
Firm/Power Grip	I	R ☒ / L ☒	Handle computers, durable medical equipment, student supplies, desk top items
Fine Manipulation/Pinch Grip	F	R ☒ / L ☒	Handle computers, durable medical equipment, student supplies, desk top items
Wrist Flexion/Extension	O	R ☒ / L ☒	Handle computers, durable medical equipment, student supplies, desk top items
Wrist Deviation	O	R ☒ / L ☒	Handle computers, durable medical equipment, student supplies, desk top items
Hand/Arm Vibration	N	R ☐ / L ☐	
Keying	F	Data collection, note documentation	
Mousing	F	Data collection, note documentation	
Writing	F	Data collection, note documentation	
Phone Calls	O	Communicate with peers, teaching staff, IEP team and supervisors	



TOTAL BODY		
Total Body Vibration	N	
Sitting	F	
Standing (<3 steps)	F	
Walking (>3 steps)	F	
Climb Stairs	O	Access locations
Climb Ladders	I	Access playground equipment
Driving/Foot Controls	I	Access campuses
Balancing-Slippery, Narrow	O	Work in all weather environments