

Positive Behavior Support Assistant

Job Description

Department:	Preschool Department
Reports To:	Education Supervisor
Salary Range:	Non Exempt - \$16.35 - \$18.06 per hour - 32 to 36 hours

Denise Louie Education Center Background

Providing high quality early learning services and family support is critical to the success of our community. Children who do not have access to high quality early learning experiences are 25% more likely to drop out of school, 40% more likely to become a teen parent, 50% more likely to be placed in special education, and 70% more likely to be arrested for a violent crime.

Our children deserve better — and we cannot afford not to solve this problem. Investing in early learning now means we won't be paying nearly so much down the road for "safety net" and correctional services. Beyond budgets, Denise Louie kids deserve a chance at a quality education and opportunity to be successful. Children from low-income families deserve to grow up in the same high-quality learning environments you would choose for your own children. A Rice University study found that a child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family. Denise Louie helps close the "opportunity gap" so that kids can enter kindergarten ready to be successful and their families have the tools to support them.

Essential Attributes

- Provides continuous modeling and guidance to the educational teaching team on positive behavior intervention strategies and social skill building with children.
- Is adaptive to changing requirements within the field of early childhood education, is a problem-solver who modifies the classroom to meet the needs of each child, and is flexible to adjust to Denise Louie's fast-paced environment.
- Opportunity to demonstrate motivation by seeking out new opportunities to improve and enhance the program in alignment with Denise Louie philosophy of education. Takes the initiative to identify and address opportunities for professional development.
- Opportunity to display excellent communication skills by articulating ideas and opinions in a clear, concise and persuasive manner to families, children, and staff. Is positive, open to receive and provide constructive feedback, and provides accurate information to families regarding their child's development.
- Opportunity to demonstrate accountability by taking on and meeting commitments even when faced with obstacles and challenges. Takes ownership of the classroom and is reliable, meeting both individual and agency goals on time.
- Opportunity to display respect by communicating with children, staff, families, and the community with openness, honesty, and sensitivity. Demonstrates the ability to listen to other perspectives, support children on their individual growth plans, and manage behavior with positive guidance techniques.
- Opportunity to display passion for the community served, the mission and values of Denise Louie. Will work with heart and dedication to support children in reaching their highest potential.
- Demonstrated ability to maintain positive, compassionate, empathetic, and respectful working relationships with families, children, and employees from diverse cultural backgrounds.
- Proactively seek new opportunities to learn, develop new skill-sets, and stay current within the changing landscape of early childhood education. Encourages a love of learning in students by providing a hands-on learning environment that mirrors best practice.

Skills, Competencies and Experience

- CDA, AA or BA degree in Early Childhood Education, Special Education or related field.
 - Experience implementing positive behavior plans with 3-5 year old children with high needs or individual education plan (IEP) goals.
 - Able to model research based classroom management and individualized behavior interventions.
 - Ability to work collaboratively with others and facilitate groups to consensus.
 - Ability to collect and provide summary reports of behavioral data.
 - Ability to effectively engage in the problem-solving process.
 - Able to remain calm and supportive when faced with challenging behavior.
 - Able to lift and potentially carry a child weighing up to 50 pounds.
 - Able to routinely kneel, bend, crouch and sit on the floor for extended periods of time.
 - Bilingual in a language as spoken by our community preferred.
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Accountabilities

- Provide encouragement and support by recognizing children's successes and achievements.
- Ensure the implementation of functional behavioral assessment/intervention plans and crisis plans for children.
- Accompany individuals or small groups of children who may have to be withdrawn temporarily from the classroom activity for one reason or another.
- Provide input and model intervention plans to teaching team for classroom activities, lessons and classroom goals.
- Maintain a healthy, safe, and warm classroom environment through effective supervision, developmentally appropriate practices that allows learning through curiosity, experimentation, play and implementation of individualized plans.
- Participate in professional development opportunities such as: coaching sessions, supervision meetings, education department trainings/meetings, all staff meetings, community trainings and other self or agency identified trainings.
- Complete all health and dental screenings to meet the 45/90 day requirements and second screening requirements. Send information to families and refer as needed.
- Assist in the planning and execution of the end of year celebration, center meeting and parent training/classroom meetings.
- Assist in maintaining children's education file documents in a secure, organized system for easy reference by all team members.
- Complete well child, dental, immunization follow-up.
- Adhere to all city, state, federal, OSPI and Head Start/Step Ahead requirements relating to program operation.
- Weekly participation in team meetings to ensure high-quality services.
- May attend IEP meetings as a member of the special services team.
- Support the child development/special needs manager in requested child observations as needed.
- Communicate with parents about the child's successes and challenges.
- Participate in weekly staff meetings to debrief and update efficacy of behavior plans.
- Clearly document all uses of Handle with Care interventions. Complete written accident and incident reports and communicated with parents by the end of the program day.
- Participate in individualized planning for children in partnership with child development/special needs manager, teaching team, parents and other partners.
- Provide services within home environment if required.