

**SCHOOL DISTRICT NO. 63  
(SAANICH)**

**JOB DESCRIPTION**

**CLASSIFICATION**

School Support Worker

**POSITION**

Complex Needs Specialized EA  
Learning Services

**SUMMARY**

Under the overall direction of the Assistant Superintendent of Learning Services and the day-to-day direction of the School Administrator, provides extensive support to students with complex needs who have serious emotional, mental health, developmental or behavioural needs involving multiple sectors/child-serving systems who require a specialized treatment/service plan that is individualized and integrated.

**DUTIES**

- Implements Individual Education Plans (IEPs) by assisting the school and district Learning Services teams with planning, researching, modifying and collecting materials
- Provides direct educational classroom support to students in various classrooms
- Participates as a member of the School-Based Team to plan for, implement and evaluate the social, emotional, physical and academic needs of students
- Collects student learning and behavioural data (records, reports, plans)
- Assists students during emotional outbursts using non-violent crisis intervention and/or non-violent physical crisis intervention strategies
- Monitors students' behaviour and demonstrates and practices proactive behaviour strategies in order to work effectively with students who demonstrate exceptionally challenging behaviour
- Collects data for functional behaviour assessments and successfully implements positive behaviour support plans
- Assists professional staff in evaluating students for social, emotional, physical and academic progress
- Observes, monitors and documents health, behavioural and academic changes/progress of student(s) as directed by professional staff
- Incorporates sensory activities into students' daily routines
- Applies concepts that assist students in achieving self-regulation under the direction of occupational therapists
- Helps create and implement social stories
- Prepares visual supports (e.g. visual schedules, choice boards)
- Facilitates the development of students self-monitoring skills and builds student independence
- Assists students in carrying out programs as set out by consultants (e.g. behavior consultant, occupational therapist, physiotherapist, speech and language pathologist and psychologist)
- Uses computers and specialized equipment to provide support and instruction
- Provides augmentative and alternative communication assistance (AAC) to students using specialized equipment and resources (e.g. computers, F.M., switches, communication boards, sign language, braille, oral interpretive skills); troubleshoots and programs such equipment
- Provides assistance using assistive technology including symbol generating software, voice to text, text to voice and word prediction programs
- Uses language facilitation techniques alternative and augmentative communication such as Picture Exchange Communication System, Pragmatically Organized Dynamic Display, Communication Apps and Speech Generating Devices

- Provides information to relevant staff regarding student-specific program needs (e.g. safety, health, academic, emotional and social needs)
- Dispenses medications and carries out procedures as set out in health care plans
- Acts as an advocate for student(s) and assists with communication, advises supervisor of any unusual comments or behaviour patterns
- Supports students in the development of self-esteem, personal skills, hobbies and interests
- Provides life skills training (e.g. hygiene, cooking, shopping, banking, working)
- Provides personal care (e.g. toileting, menses, clothing, catheterizes, oral and tube feeds, diapers, mobility, lifts and transfers)
- Assists with the behaviour management of students (e.g. clarify appropriate behaviour, develop social skills)
- Supports students in a variety of learning environments (e.g. swimming, riding, music therapy or other community programs, etc.
- Marks student work and assists students with corrections
- Monitors class/students when teacher is out of the room; monitors student peer helpers
- Transports and monitors student(s) at community-based activities
- Organizes and monitors the safe arrival, departure and emergency evacuation and care of students by maintaining site, road and traffic safety procedures
- Provides preventative and emergency response care for students (e.g. seizures, choking, other health problems)
- Compiles information and materials for meetings with parents and relevant personnel and participates in same

*\* Performs other assigned duties that are within the area of knowledge and skills required by the job description.*

## **QUALIFICATIONS**

- Grade 12
- Community Support Worker Certificate or equivalent
- Three years related experience
- Recognized and current certificate in Autism (minimum 30 hour course) from a recognized agency, as well as additional professional development that has transferred into successful experience working with a variety of students (K-12) with Autism Spectrum Disorder
- Recognized and current (within last 3 years) Crisis Prevention Certificate (CPI) or alternate Non-Violent Crisis Prevention Certificate including current Non-Violent Physical Crisis Intervention
- Extensive formal and/or district training in Restitution, Restorative Practice, Functional Behaviour Assessment and Positive Behaviour interventions and support with proven success implementing a Behaviour Plan and Risk Reduction Plan
- Extensive formal and/or district training and experience in implementing programming using Applied Behavioural Analysis, Verbal Behaviour, Intensive Behaviour Interventions (IBI) and/or Discrete Trial Training.
- Extensive formal and/or district training and experience using current assistive technologies including symbol generating software, voice to text, text to voice and word prediction programs
- Formal and/or extensive training in language facilitation techniques and using alternative and augmentative communications (e.g. Picture Exchange Communication System, Pragmatically Organized Dynamic Display, Communication Apps and Speech Generating Devices
- Extensive formal and/or district training and experience using augmentative communication, including Signed English, Picture Exchange Communication System and Dynamic Display Devices

- Extensive formal and/or district training and experience using assistive technology (e.g. Boardmaker, Firefly, Writing with Symbols, Kurzweil, Clicker, etc.)
- Level One First Aid and CPR Certificate
- Valid B.C. Class 5 Driver's license (where transportation of students is required)

*\* Or an equivalent combination of training and experience.*

### **Physical**

- Must be physically capable of carrying-out student lifts and transfers as well as non-violent crisis prevention intervention and non-violent physical crisis intervention
- Must be physically capable and willing to actively participate in community outings including swimming, running, horse-back riding, hiking, skating, etc.

### **Notes on Defining “Complex Needs” Students**

K-12 students who have serious emotional, mental health, developmental or behaviour needs that;

- Persist for six months or more (chronicity);
- Cause functional impairment in the home, school and community;
- Involve multiple sectors/child serving systems/agencies; and
- Require a specialized treatment/plan that is individualized and integrated

The Service System response to meeting the students' needs may be characterized by one or all of the following:

- All currently available resources in the child/youth's home community have been used with limited success
- Fiscal and human resources required are straining or exhausting the capacity of one or more ministries/sectors
- The child/youth is at risk of placement in residential care, juvenile correctional care or psychiatric hospital (increased risk of restrictive institutionalized settings)

### **DATE**

February 2014