Durham District School Board
400 Taunton Road East, Whitby, Ontario L1R 2K6
Phone: 905-666-5500; Toll Free: 1-800-265-3968

Position Title: Educational Assistant II
Reports To: School Administrator
Employment: 10 months
Location: Various

Job Summary

The Educational Assistant II assists the classroom teacher in the education of students with exceptionalities by assuming responsibility for addressing their social, emotional, and behavioural needs. The deployment and assignment of duties is the responsibility of the classroom teacher, in consultation with the principal and professional support staff.

Major Duties and Responsibilities:

- Assist the teacher by facilitating the learning process for students with social, emotional, and behavioural difficulties.
- In consultation with the teacher and professional support staff, identify students' social, emotional, and behavioural programming needs.
- In consultation with the teacher and professional support staff, develop and implement programming and implement "clinical" interventions to address these needs;
- Provide classroom management and behaviour management strategies.
- Provide support, including supervision, behavioural strategies and guidance, to meet identified needs;
- Co-ordinate and implement skill enhancement groups such as self-care, social skills, problem-solving, anger management, conflict resolution, community and work skills, and life skills.
- Provide supervision, support and behaviour management in unstructured settings such as the playground and lunchroom.
- Ensure programming and interventions reflect individual student needs.
- Assist teachers with the preparation of appropriate sections of the Individualized Education Plan (I.E.P.).
- As a last resort, intervene physically to ensure the safety of all staff and students.
- Assist with busing
- Serve as a liaison with parents, community professionals, and treatment programs in collaboration with the teacher and professional support staff under the direction of the supervisor.
- Maintain student records, charts, and files related to programming and interventions, and as directed.
- Assist with the integration of students into mainstream classrooms.
- Assist students individually or in small groups using teacher-planned learning activities.
- Support students' physical and mental health.

- Observe and record student data and share with educators.
- Participating in school committees, events and activities to support academic success.
- Prepare learning materials and tools that support individual student needs.
- Creating and using visual aids and tools to support individual student need
- Assist with general student supervision and support students during bus travel, as directed.
- Use a range of strategies including accommodations, modifications, and individualized tools.
- Use redirection and de-escalation techniques.
- Support self-care (e.g., toileting, feeding, grooming, lifting).
- Assist with life skills (e.g., cooking, shopping).
- Develop community and work skills (e.g., transportation, advocacy, job training).
- Collaborate with educators and support staff to plan and implement inclusive practices and accommodations across learning environments.
- Be responsive to student needs to support in creating a calm, safe, and positive classroom and school climate
- Share observations and support integration.
- Assist with dressing, toileting, positioning, lifting, and mobility aids.
- Support fine and gross motor skills programming.
- Prepare and use braille, audio, or tactile learning resources, as needed.
- Support expressive and receptive communication.
- Implement fine and gross motor skill activities and physical exercise programs under teacher and therapist direction.

Other Duties

Perform other duties as assigned or requested by their supervisor.

Equipment Used

Classroom equipment such a computer, iPad, laminator, calculator, paper cutter, photocopier. Various types of equipment may be used to support students' occupational therapy and physical therapy goals. This may include versa lifts, wheelchairs, physiotherapy equipment, and equipment to assist with non-ambulatory exercises. Will also support the equipment use of students with developmental needs, supporting the equipment needs of students who are Deaf and Hard of Hearing as well as student that who are Blind or Low Vision (brailler).

Qualifications

- Community College Diploma with courses and training placements specializing in the treatment, care, or custody of children and adolescents, such as Child and Youth Care Worker; **or**
- University Degree majoring in Psychology, Education, or Child Studies; **and**

- A minimum of six (6) months' experience as a Child and Youth Worker, **or** an equivalent combination of education and experience.
- Experience supporting children or adolescents with social, emotional, and behavioural needs in community activities.
- Completion of a crisis intervention course.

Additional Skills, Qualifications and Assets

- Experience working successfully with students with a wide range of exceptionalities.
- Experience providing behaviour intervention and programming to students with complex needs, including Functional Behaviour Assessment (FBA) data collection and analysis.
- Current Behaviour Management Systems (BMS) Training.
- A willingness to work collaboratively with the School Team and Inclusive Student Services Staff to support students.
- Experience creating and supporting student use of visual schedules, individual work systems, and other Applied Behaviour Analysis (ABA)-based tools.
- Experience and/or training in ABA/Intensive Behavioural Intervention (IBI) therapy would be an asset.
- Experience working with complex students would be an asset.
- Additional training and/or experience in mental health would be an asset.
- Experience with non-speaking students and augmentative communication tools would be an asset.
- Experience with toileting, feeding, and lifting would be an asset.
- First Aid and/or CPR training would be an asset.
- Braille knowledge for students who are blind would be an asset.
- Sign language fluency for students who are deaf or non-speaking would be an asset.