

Cornerstone Community Action Agency

Job Description

JOB TITLE: **Behavior Aide**

Exempt (Y/N): Yes

Introductory period: 90 days

Supervisor: MH/Disabilities Manager

Work Period: Must not exceed 40 hrs/wk

Cornerstone Community Action Agency is committed to a policy of Equal Opportunity Employment (EOE) in its dealings with both employees and applicants for employment. As such, CCAA provides equal opportunity without regard to race, ethnicity, age, religion, sex, sexual orientation, national origin, disability, status as a veteran, or any other characteristic protected by law except when such characteristic is a bona fide occupational qualification.

CCAA Vision Statement

To build thriving and self-sufficient communities by creating equal opportunities for all individuals and families.

CCAA Mission Statement

A Community in Action, Empowering People, Changing Lives, and Offering Hope to Achieve Self-Sufficiency.

SUMMARY: Will provide one-on-one support for students with challenging behaviors by helping them learn to self-regulate, learn social-emotional skills, strengthen cognitive skills, develop self-help skills and promote productive independence while modeling for teaching staff to do the same from a trauma-informed care approach.

This position assists in the fulfillment of the agency's mission by creating an opportunity to empower people, change lives, and offer hope to achieve self-sufficiency for each student and family we serve.

ESSENTIAL DUTIES AND RESPONSIBILITIES. The **Behavior Aide** will:

1.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
Support social and emotional development of students by understanding trauma, building trust and fostering a student's independence while encouraging self-control and respect for others in a classroom setting.				
2.				
Support classroom engagement of students identified with challenging behaviors by modeling techniques for teaching staff to utilize.				
3.				
Help support classroom management by engaging students with challenging behaviors in productive activities which support learning while being mindful of a				

student's trauma history while modeling techniques for teaching staff.				
4.	Exceeds	Meets	Improvement Needed	N/A too soon to rate
Assist and maintain supportive, nurturing environment for all students in the classroom.				
5.				
Implement plans and inclusive activities for the student with challenging behaviors in the classroom, as outlined by the teaching staff and the Mental Health/Disabilities Manager.				
6.				
Work cooperatively with the Mental Health/Disabilities Manager and teaching staff to help student gain success in the classroom setting.				
7.				
Supervise the outdoor and indoor play areas to actively monitor and promote student safety.				
8.				
Follow positive methods of child guidance in accordance with policies.				
9.				
Assist with the implementation of designated curriculum to help the identified student reach educational milestones.				
10.				
Establish professional relationships with the student's family through effective communication being sensitive to the family's cultural background, trauma history, ethnicity, and family composition.				
11.				
Use effective, timely communication, including regular documentation in an electronic database, to ensure shared information between staff and others.				
12.				
Follow practices and procedures that promote safety and security of students, staff, materials and equipment.				
13.				
Interact, listen, and respond attentively to students while being mindful of trauma history.				
14.				
Keep daily log in electronic database of student's progress.				
15.				
Assist identified student with their toileting, treatments, and special equipment.				

	Exceeds	Meets	Improvement Needed	N/A too soon to rate
16. If applicable, follow doctor's orders for any medication/nutritional needs. Staff with Health/Safety/Nutrition team, as necessary.				
17. Complete continuing education, as required, including attendance (may be virtual) for trainings, webinars.				
18. Stay in communication by phone, email or meet in person with Mental Health/Disabilities to staff cases, train, shadow, as needed.				
19. Help teaching staff understand the student's behaviors and share ideas and techniques to help mitigate challenging behaviors.				
20. Be flexible to changing circumstances, including driving to different locations across rural Texas counties in the same day.				

General Responsibilities The staff member will:

	Exceeds	Meets	Improvement Needed	N/A too soon to rate
1. Appearance Ensure personal appearance, personal hygiene, and dress are appropriate for the day's activities and comply with dress code.				
2. Reliability Ensure he/she can be counted on to carry out assigned responsibilities independently with minimal supervision.				
3. Safety Safely and properly use, maintain and operate all equipment for carrying out duties.				
4. Punctuality Employee observes regularly scheduled work hours and shows up at various sites within a reasonable amount of time.				
5. Compliance Employee follows agency policies, procedures and established regulations				

Performance Rating Categories: Consider the employee's performance in each category and designate the level of performance that most accurately describes his/her job performance.

E-Exceeds. Results clearly exceed position requirements on a regular basis. Performance is of high quality and is achieved on a consistent basis.

M-Meets Expectation. Competent & dependable performance level. Meets the performance standards and objectives of the job without constant follow-up/direction.

I-Improvement Needed. Employee does not meet performance objectives on a regular basis and has difficulty following through with tasks. Requires constant follow-up and/or supervision.

N/A-Not Applicable or too soon to rate.

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made, if possible, to enable individuals with disabilities to perform the essential functions. Must be an insurable driver with a clean driving record.

Experience and Education

Must be 18 years old or older, have a high school diploma or G.E.D. and hold or be willing to earn a Child Development Associate (CDA) Certificate or higher.

Knowledge of the social, emotional, physical, intellectual, and creative needs of young children; experience working with low income families, caregivers and the general public is preferred. Must exhibit empathy towards children's caregivers to understand their strengths, needs and requests. Must have and maintain a valid Texas drivers' license. Must have reliable transportation and valid Texas auto insurance.

Language Skills

Must have good command of the English language. Bilingual preferred. Must have ability to speak clearly, read, comprehend and complete documents in English such as agency policies and procedures, program outlines, regulations, safety rules, operating and maintenance instructions, handbooks, packets, reports, and forms. Must be comfortable speaking to others, including in meetings, classroom settings and to our community partners (ex. ISD staff, court-appointed caregivers, CPS, etc.).

Physical Demands

The physical demands described here are representative of those that must be met by employees to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to see, hear, and actively engage and play with high-energy children. The job candidate must be able to bend, walk, run and act swiftly. Must be able to stand for up to 8 hours a day, **lift a 50-75 pounds child in case of emergency**, assist child in playground activities (ex. Assist with putting on a safety helmet, using a slide safely, moving around a playground area) and show positive reassurance and guidance for the students in your care. Specific vision abilities needed to provide active supervision to the children include close vision, distant vision, peripheral vision, depth perception and the ability to adjust focus. Reasonable accommodations may be made, if possible, to enable individuals with disabilities to perform the essential functions of the job.

Other Skills and Abilities

This position requires the employee to have compassion, patience, positive energy, physical stamina and good problem-solving skills. Have an understanding of the impact of trauma on a person's life and the trauma history of children and families in our programs is essential in order to deliver trauma-informed care. Trauma-informed care allows us to meet the needs of an individual by understanding how trauma has impacted their way of being.

Ability to operate a personal computer (laptop) and utilize business applications (ex. Microsoft Word, Gmail). Ability to carry out instructions assigned by your supervisor, the CFS Director, or the Executive Director. Ability to maintain professional boundaries with students, families, staff and community partners. Professional behavior, including clear communication and problem-solving, are expected.

**This form reflects the general details considered necessary to describe the essential function of the job identified and shall not be considered as a detailed description of all the work requirements that may be inherent to the job.*

Failure to comply with personnel policies, job responsibilities and safety policies can result in disciplinary actions up to and including termination.

This is a grant-funded position. We practice "At Will" employment and nothing contained herein is intended to create any contractual rights between Employer and Employee. Employee may be terminated by Employer at any time with or without cause. Employee may leave employment of Employer at any time, with or without cause.

DISCLAIMER STATEMENT

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

EMPLOYEE RECEIPT OF JOB DESCRIPTION

This job description is not intended to be all inclusive. CCAA reserves the right to revise or change job duties. This job description does not constitute a written or implied contract of employment.

I have read and understand this job description. I certify that I am able to perform the requirements of this job description. I have a received a copy of this document.

Employee SIGNATURE

Date of Signature

Employee PRINTED NAME

This portion to be completed at time of performance evaluation

Accomplishments/Recognition since last review

Specific areas of needed improvement/action items

Recommendations for professional development (seminars, trainings, schooling, licenses, etc.)
Head Start Employees must complete a professional development plan.

Supervisor/Manager Comments

Employee Comments