

## **NU-251 – BO2024**

Position:	<b>Intensive Support Worker - Permanent</b>
Location:	<b>School Based (stationary/itinerant)</b>
Hours of work:	<b>35 hours/week</b>
Salary:	<b>\$66,696 - \$79,398/annum</b>
Effective:	<b>September 3, 2024</b>

### **Note**

Please refer to the attached job description for further information.

### **Qualifications**

- Bachelor's degree in Psychology, Cognitive Development, Special Education, ABA practices or related field), with experience applying ABA principles while working with students who require behavior regulation support
- Extensive knowledge and behavioral management experience with children and youth with ASD or with students with cognitive, communication and developmental needs.
- Proficient in co-developing pro-active skill building student behavior plans.
- Competencies in the delivery and application of complex student plans, programs, and strategies under the direction of a BCBA
- Successful experience working collaboratively with BCBAs, school staff, and community partners.
- Knowledge of the elementary and secondary education system in Ontario.
- A valid driver's license and access to a vehicle, and willingness to travel to rural schools across the CDSBEO are required.
- Ability to work flexible hours.

Interested applicants may submit a cover letter and resume no later than:

**Wednesday, July 3, 2024 by 4:00pm**

Please specify what position you are applying for.

e-mail: [hr@cdsbeo.on.ca](mailto:hr@cdsbeo.on.ca)

**We thank all applicants in advance for their interest; however, only those candidates selected for an interview will be contacted.**

**The CDSBEO adheres to equitable hiring, employment and promotion practices and is committed to an inclusive workforce. We encourage applications from Indigenous peoples, racialized people, persons with disabilities, people from gender diverse communities and/or people with intersectional identities, as well as others who may contribute to the further diversification of ideas.**

**The Catholic District School Board acknowledges that our schools are located on the unceded, traditional Algonquin territory of the Anishinaabe people as well as the land of the Mohawk territory of the Haudenosaunee/Rotinonhsho'n:ni people. We respect both the land and the people of this land including all Indigenous people who have walked in this place.**

**Pursuant to the Accessibility for Ontarians with Disabilities Act, (AODA), if applicants require accommodations at any time throughout the application process, please reach prior to the posting closing date so that appropriate arrangements can be made.**

**Susan Wilson**  
Chair of the Board

**Laurie Corrigan**  
Director of Education

## **A. Job Identification:**

Title: **Intensive Student Worker**

Immediate Supervisor: **Principal of Special Education**

## **B. Job Summary:**

The Intensive Student Worker (ISW) will report directly to the Principal of Special Education. The ISW will collaborate and support school teams in co-creating proactive skill-building student plans and facilitate their delivery alongside school staff. The ISW will work with the BCBA to support the implementation of complex student behavior plans. The ISW will provide support to staff and students using ABA principles to schools throughout the CDSBEO.

## **C. Duties and Responsibilities:**

- Enhance Educators' and Educational Assistants' knowledge, skills, and practices:
  - in the principles of ABA and other evidence-based strategies which can be used in schools and classrooms.
  - in teaching strategies to improve communication, social skills and life skills of students with ASD and students with severe cognitive, communication and developmental needs.
  - in reviewing environmental supports and structures that can lead to greater success for students.
- Ongoing training and coaching staff in the implementation of ABA principles, as well as behavior strengthening and behavior reduction strategies (under the direction of a BCBA)
- Co -create data collection systems to establish baselines and program efficacy for all students, and to analyze data on a frequent and ongoing basis to guide programming (under the direction of a BCBA)
- Co - develop behavior plans for students as required with a focus on teaching and skill development with the BCBA
- Implement behavior plans with school teams.
- Ability to facilitate social skills groups and train other facilitators in their implementation.
- Support students in the 'summer learning program' and 'back to school transition program' in July and August
- Perform other duties as assigned which are unplanned or of a transient nature and are consistent with the above job summary and duties.

## **D. Commitment to Equity:**

The CDSBEO is committed to equity in employment. We are committed to equitable hiring practices. We are committed to the inclusion and anti-oppression practices.