

CLASSIFICATION TITLE: *Behavior Assistant*

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITIES:

Administers behavior management techniques in both general education classrooms and specific to individuals with emotional disturbance, Autism Spectrum Disorder (ASD), or severe intellectual disabilities who are exhibiting maladaptive behaviors; uses de-escalation techniques and controls stimuli in the learning environment that may trigger students; implements supportive interventions; supports the classroom staff in teaching replacement behaviors; and performs other related duties as required.

DIRECTLY RESPONSIBLE TO:

Under direct supervision of the Behavior Analyst, and general supervision of a Special Education administrator and general direction of a classroom Teacher and specialists

SUPERVISION OVER:

None.

DISTINGUISHING CHARACTERISTICS:

The Behavior Assistant classification is distinguished from other instructional assistant positions by the itinerant nature of the position as well as the incumbent having advanced knowledge of behavior management techniques specific to individuals who have emotional disturbance, Autism Spectrum Disorder (ASD) or intellectual disabilities. Incumbents of this classification may be assigned to a myriad of classroom settings as well as individual students who are demonstrating severe behaviors as a result of their emotional disturbance, ASD, or intellectual disabilities.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Behavior Management / Modification:

Assists the Behavior Analyst as follows: the delivery of in-service trainings relative to the behavioral and educational programs and services offered by SCSOS such as CPI, Direct Instruction and applied behavior analysis including discrete trial training and data collection programs; collecting data for functional behavior assessments (FBA), and Behavior Intervention Plans (BIP) along with systems to collect, maintain, and evaluate behavioral and observation data for these assessments/programs; coaching staff in the effective implementation of the behavioral, academic and socialization training programs and data collection systems; providing additional reliability data on the implementation and delivery of academic and behavioral services to students including procedures to help assure the reliability, validity and effectiveness of the interventions of behavioral and academic programs; collecting and maintaining data regarding emergency behavioral procedures for students requiring specialized behavioral services; analyzing and evaluating the behavioral, academic and socialization needs of the students by conducting data-based observations of student programs and summarizing and presenting data to the Behavior Analyst as directed; identifying and analyzing the behavioral and socialization needs of special education students; applying appropriate behavior management procedures in working with students, families and staff at all grade levels.

Communication/Consultation:

Provides coaching to classroom staff regarding general classroom and behavior management plans and data collection procedures; provides coaching on the implementation of specific behavior management principles and methods; works cooperatively with others.

Records Management:

Establishes and maintains behavior observation files and logs; documents and maintains accurate daily written documentation of specific services performed; maintains confidentiality of student records.

Program/Staff Support:

Assists in developing class materials, plans, and identifying students' needs; provides assistance to students in the use of total communication which may include Braille, sign language, or other non-verbal forms of communication; assists in helping students regarding academics, coping with disabilities, encouraging independence, etc; assists in maintaining a clean and orderly classroom; assists with appropriate discipline when necessary; may prepare instructional materials by cutting, pasting, designing, typing, duplicating materials, setting up materials and equipment; assists students to and from buses, lifting students, and/or pushing wheelchairs when necessary; assists with supervising students during lunch time, on the playground, on field trips, or when mainstreamed into another class; assists students with toilet functions; taking them to the bathroom, changing diapers, assisting students with cleanup, changing clothes when necessary; assists students in learning proper grooming habits and personal hygiene; supervises students in the performance of specialized learning functions such as cleaning, cooking, baking, etc; may assist students in learning related skills necessary for successful performance in vocational areas, such as: basic arithmetical calculations, cleanliness, safety procedures, communication skills, independence, operation of various equipment used on the job (i.e., computers), etc; may supervise students on community based or general education based programs; assists individual students in specific problem areas as necessary; performs duties necessary to assure the health and safety of the students; may perform other job related duties as assigned.

MINIMUM QUALIFICATIONS:

Education and Experience Requirements:

A minimum of two years experience working with individuals with varying behavioral needs; High School diploma or equivalent; Must have completed one of the following at the time of hiring, pursuant to the No Child Left Behind Act (NCLB): 1) an associate's degree (or higher); or, 48 semester units of higher education; or, passing score on the paraprofessional exam.

Training Requirements:

The Behavior Assistant will be required to attend training in effective crisis intervention techniques, behavioral intervention case management, and any other trainings deemed necessary.

License Requirements:

Valid California Driver's license and evidence of insurability in order to drive from site to site.

Skills and Knowledge of:

The needs of students who have behavioral, and/or learning disabilities; general knowledge of the principles of Applied Behavior Analysis; positive discipline and behavior/classroom management techniques; developmentally appropriate practices; correct English usage, grammar, spelling, punctuation, and vocabulary; safe practices in classroom and playground activities; classroom and behavioral record-keeping techniques; interpersonal skills necessary to work successfully with students, parents, and staff; special needs and limitations of individuals with disabilities.

Ability to:

Utilize most effective crisis intervention techniques related to the nature of students' emotional state of crisis; recognize "triggers" for the students and help adjust classroom or learning environment to control such stimuli; effectively utilize training received on the job; demonstrate an understanding, patient, warm and receptive attitude toward students with severe needs; keep pace with students who are exhibiting flight behaviors, as necessary; make accurate mathematical calculations; perform routine clerical support duties; adapt and utilize a variety of alternative communication strategies that support students with limited receptive and expressive skills; recognize changes in student behavior and appearance; react calmly and quickly under stress situations and emergencies; print and write legibly; understand and follow both oral and written instructions; communicate effectively with children and adults; establish and maintain effective work relationships with students, teachers, parents, and the general public; assist with any instruction and related activities in any learning environment;

operate instructional and work related office equipment; learn methods and procedures to be followed in the instruction of special education students; work effectively in a multiethnic setting; supervise children in varying activities; administer First Aid; obtain a valid California driver's license.

Desirable Qualifications:

Certification in CPR and First Aid; Expressive and receptive second language or sign language

Other Characteristics:

While performing the duties of this job, the employee frequently is required to sit, stand, walk, stoop, kneel, crouch, squat, twist and lift up to 50 pounds. Exposure to outdoor climate and possibly violent or abusive behavior.