



Classification Specification

Behavior Intervention Aide-SPECIAL EDUCATION

Department:	Special Education
Reports To:	BCBA and/or Site Administrator
Supervises:	N/A
Approval Date:	June 24, 2020
Revised Date:	2020, 2021

General Description:

Under the direction of the classroom teacher and the BCBA, the Behavioral Intervention Aide will provide support to all students, including but not limited to students with behavioral issues. The Behavioral Aide will implement comprehensive positive behavioral support plans and effective behavior management strategies; deliver instructions; participate as a member of the educational team, and help support and implement all components of the student's individual program.

Distinguishing Characteristics

The Behavior Intervention Aide classification is distinguished from other instructional classifications by absence of immediate supervision, the independent judgment exercised and the special needs of the population served. Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilities.

Essential Duties and Responsibilities:

- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilities.
- Model appropriate behavioral interventions.
- Communicate effectively in oral and written form.
- Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
- Learn to create, modify and utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment.
- Understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with students and adults.

- Work with the IEP team in the development and implementation of data collection systems, as well as assist in the analysis and interpretation of the results of the data collection in order to evaluate student performance and progress, the effectiveness of interventions, strategies and support, and contribute to future plans.
- Assist the classroom teacher in all aspects of classroom instruction and behavior support.
- Implement Behavior Strategic Plan/Behavior Intervention Plan and prescribed behavior strategies.
- Ability and willingness to work with students who have special needs and/or aggressive behaviors (i.e. biting, kicking, hitting, emotional outburst, etc.)
- Support students throughout the school day including passing periods and lunch.
- Supervise and provide appropriate assistance to students in special education, general education, and community settings throughout the school day including transportation to and from school.
- Consult and collaborate with site and district staff as needed.
- Assist in student assessments as appropriate.
- Maintain appropriate documentation, records, and reports.
- Must be able to meet and interact with employees and parent/guardians in routine situation, which require tact, discretion and courtesy.
- Other related duties as assigned.

Required Qualifications:

- 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 to enable individuals with disabilities to perform the essential functions.
- Positions assigned to this class are further distinguished by the emphasis on knowledge of approved methodologies found to benefit some children. Incumbents may drive a personal vehicle to travel to locations including the classroom and community to provide one-on-one or small group intensive behavior intervention services.

Education and/or Experience:

- High school diploma or equivalent.
- Obtain TCUSD Behavior Aide Certification or possess Registered Behavior Technician (RBT) certification:
- Experience working in an educational setting implementing intensive behavioral intervention programs for students with complex and/or severe behavioral problems.

Certificates and Licenses:

- Must possess a valid First Aid card and CPR Certificate.
- Valid California drivers' license and evidence of insurance.
- Certification in non-violent crisis interventions as utilized by the district.

Mathematical Ability:

- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- Ability to compute rate, ratio, and percent, draw and interpret graphs.
- Performs arithmetic calculations at the level necessary for satisfactory job performance.

Language Ability:

- Ability to read and comprehend simple instructions, short correspondence, and memos.
- Ability to communicate clearly and concisely, both orally and in writing.
- Ability to effectively present information in one-on-one and small group situations to staff, parents, students, administrators and the public.

Reasoning Ability:

- Ability to independently problem solve unique student and employer situations.
- Ability to understand and carry out detailed written and oral instructions.

Other Skills and Abilities:

- Ability to work with students with disabling conditions. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the community and work as a team.
- Ability to perform duties with awareness of all district, State and Federal requirements and Board of Trustee policies.
- Knowledge of basic concepts of child growth and development and developmental behavior characteristics particularly pertaining to pupils with special learning needs; behavior management strategies and techniques relating to pupils experiencing behavioral difficulties, positive behavioral interventions and applied behavioral analysis. Knowledge of routine record storage, retrieval and management procedures.

Working Conditions:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually loud at a standard acceptable level for this environment.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable the individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to:

- While performing the duties of this job, the employee is regularly required to stand, walk, bend, stoop, kneel, crouch, talk or hear. The employee is occasionally required to sit, climb or balance; and crawl. The employee must occasionally lift, carry, push, pull, and/or move up to 75 pounds such as students.
- Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

Hazards:

- Potential contact with dissatisfied or hostile individuals.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.