

BEHAVIOR SUPPORT ASSISTANT - SEVERELY HANDICAPPED

DEFINITION

The special educational behavior instructional assistant assists the teacher or behavior analyst or specialist in improving the behavior, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks which, in the judgment of the teacher or behaviorist may be performed by a non-credentialed employee. The work need not be performed in the presence of the teacher/behaviorist, but the teacher/behaviorist retains responsibility for instruction and supervision.

DISTINGUISHING CHARACTERISTICS

Positions are less than 8 hours. These positions are authorized only in connection with established special education classes which are labeled SED or SH and where students have autism and/or behavioral difficulties, physical impairments, language impairments, or learning disabilities. (Note: These positions are also authorized for students with autism who are fully-included in regular education classes.) Assistants may spend a substantial portion of their time providing intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors associated with ASD or ED.

ESSENTIAL FUNCTIONS

Under the supervision of the teacher or behavior analyst/specialist the behavior instructional assistant:

- Provides direct instruction to students.
- Implements positive behavior supports.
- Collects and reports on data to teachers and behaviorists.
- Assists individuals or small groups with assignments.
- Prepares and modify instructional materials as indicated by staff.
- Participates in classroom discipline and behavior management programs.
- Assists with a variety of record keeping activities, such as attendance, lunch count, daily charts, data collection/recording student behavior, and other records as needed or required.
- Assists teacher with crisis intervention and physical restraints (as needed).
- Participates in crisis management and physical intervention training provided by the District.
- Supervises students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Models appropriate social interaction with students and peers.
- Assists in contacting outside agencies.
- Assists with toileting and diapering as needed.
- Supervises students during assigned disciplinary actions, i.e., in-house suspension, social isolation.

QUALIFICATIONS

- Training in autism spectrum disorder and/or applied behavior analysis.
- Training in discrete trial training, positive behavior supports, behavior data collection.
- Successful completion of the District Instructional Assistant Proficiency Test.
- Prefer experience in the care of children with autism, physical and/or learning disabilities and/or emotional disturbances.
- Must obtain and maintain First Aid/CPR Certificate.
- Willingness to complete training and use non-violent behavior intervention, emergency interventions and physical restraint techniques.
- Willingness to be trained in District supported interventions including applied behavior analysis (ABA), pivotal response training, discrete trial training, floortime, visual communication systems and/or Picture Exchange Communication System (PECS).

Knowledge and Abilities:

- Knowledge and awareness of children with ASD, ED, LD, at-risk children, and developmental differences in children.
- Ability to remain calm in stressful situations.
- Ability to follow a schedule that may change, in part, hour to hour and day to day.
- Ability to work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.

Training, Education, and Experience:

High school diploma. Willingness to complete such training courses, in-service, or otherwise, as may be required after being hired. Courses and/or in-service in psychology, behavior modification, and other related fields desirable. Training in crisis intervention applied behavior analysis (ABA), pivotal response training, discrete trial training, Floortime Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable. Must complete Pro-Act Training within 6 months of hire.

OTHER CHARACTERISTICS

Assist in autism and ED programs with children ranging from age 0-22 either in small groups or individually. Many of the children also have learning disabilities; processing difficulties, conduct problems, and aggressive behaviors (verbal and physical). Assistant must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision. **Ability to lift up to 50 pounds and physically restrain and control a student up to 150 pounds with assistance.**