TRAVIS UNIFIED SCHOOL DISTRICT

Reaching beyond the boundaries to build a community of learners.

June 2016
CLASSIFICATION: Classified
Range: 17

BEHAVIOR ASSISTANT

DEFINITION

Under general supervision of the Behavior Intervention Specialist, assists with the development and implementation of comprehensive behavior intervention plans in school and in-home environments to staff, students, and families; trains and monitors Para-Educators who work with students with behavior plans; and performs related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the Behavior Intervention Specialist. Exercises no supervision of staff.

CLASS CHARACTERISTICS

This is a journey-level para-professional classification responsible for assisting Behavior Intervention Specialists, providing instruction, training, and resources to students and Instructional Assistants. Employees learn and perform the full range of duties as assigned, working independently, and exercising judgment and initiative. This classification is distinguished from the Instructional Assistant in that the latter works one-on-one with assigned students to monitor behavior and to ensure student learning.

ESSENTIAL FUNCTIONS

- Assists Behavior Intervention Specialists in monitoring the implementation of behavior programs for students by providing feedback to Instructional Assistants.
- Provides instructional assistance for the daily learning operations of a special learning program for individual students.
- Assists in the implementation of behavior programs by organizing materials, classroom management systems, and arranging furniture and student work spaces; may be required to implement instructional lesson plans in a student's home, community, and/or a school setting.
- Processes referrals for student behavior intervention plan services.
- Performs clerical functions related to classroom duties for the assigned students, including data collection/input, logging of behavioral observations, charting, material generation, and related recordkeeping.
- Assists Behavior Intervention Specialists in the development of behavioral plans, completing functional analysis assessments, data collection systems, and other data driven services.
- Communicates with the Behavior Intervention Specialists and classroom teachers regarding student progress towards behavior goals and assists in developing more effective interventions when needed.
- May model appropriate student behavior and play for Instructional Assistant.
- Performs periodic inspections of classroom environments to assure appropriate implementation of student behavior plans.
- Provides support to students transitioning into less restrictive environments.
- Assists with staff and parent training.
- Assists in maintaining compliance with governmental regulations, codes, restrictions, and reporting requirements concerning special education students receiving behavior services.
- Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Basic applied behavior analysis (ABA), psychology, and education.
- Basic Autistic Spectrum Disorder (ASD) and related disorders.
- Severe emotional disabilities.
- Basic behavior modification techniques and strategies, student assistance programs, and community referral resources.
- Safety principles and practices, including crisis de-escalation strategies.
- Recordkeeping and report preparation techniques.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds.
- Oral and written communication skills.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Modern office practices, methods, and computer equipment and applications, including word processing, database, and spreadsheet applications.
- Techniques for providing a high level of service by effectively dealing with parents, students, and District staff.

Ability to:

- Work independently and make decisions within the framework of established guidelines.
- Understand the needs of children and effectively relate to those needs in a learning situation.
- Understand and assist with implementing nonviolent crisis and behavioral intervention techniques.
- Assist with developing and delivering behavioral instructional trainings.
- Maintain confidentiality and discretion.
- Prepare and compile accurate records, including data collection.
- Determine appropriate methods as well as interpret and apply guidelines to accomplish goals.
- Prepare and maintain records and prepare various reports, including confidential materials.
- Understand and carry out oral and written directions.
- Operate modern office equipment including computer equipment and specialized software application programs.
- Use English effectively to communicate tactfully and persuasively, both orally and in writing.
- Use tact, initiative, prudence, and independent judgment within general policy, procedural, and legal guidelines.
- Work in a fast-paced environment; organize and prioritize a variety of projects and multiple tasks in an effective and timely manner.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Pass strength and agility testing prior to employment.

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

- Associate of Arts degree in social behavioral sciences, counseling, or a closely related field from an accredited two-year college and one (1) year of experience working in an applied behavior analysis (ABA) or education support role; including experience working with students with ASD or related disorders. A Bachelor's degree is preferred.

Licenses and Certifications:

- Valid California driver's license.

PHYSICAL DEMANDS

Must possess mobility to work in a classroom to actively support the needs of the assigned students as well as use standard classroom and office equipment, including a computer; vision to observe students and read printed materials and a computer screen; and hearing and speech to respond and communicate in person and over the telephone. Finger dexterity is needed to provide personal assistance to student s in daily activities; access, enter, and retrieve data using a computer keyboard or calculator; and to operate standard office equipment. Positions in this classification frequently bend, stoop, kneel, reach, run, climb, and walk on uneven surfaces to provide personal assistance to students in daily activities. Employees must possess the physical stamina and ability to regularly lift up to 40 pounds, and push and pull objects and equipment up to 40 pounds.

ENVIRONMENTAL ELEMENTS

Employees primarily work in an office and classroom environment with moderate to loud noise levels. Employees may be exposed to blood and bodily fluids while providing personal assistance to students during daily activities and rendering First Aid. Employees interact with students, faculty, staff, parents, the public, District management and administrators, and others encountered in the course of work, some of whom may be upset and abusive.