VUSD

For the future of every student

CLASS TITLE: BEHAVIOR SUPPORT ASSISTANT

BASIC FUNCTION:
Under the supervision of the assigned Administrator, Specialist and/or the classroom teacher, assist with the monitoring, coordination and implementation of Intensive Behavior Interventions involving Applied Behavior Analysis leading to Discrete Trial Teaching, Pivotal Response Teaching, Floor Time, Incidental Teaching and other methods while working with individuals with exception needs.

DISTINGUISHING CHARACTERISTICS:
The Behavior Support Assistant is a specialized position that assists educators and therapists with therapy and tutoring of students having exceptional behavior intervention needs. The Behavior Support Assistant has been specially trained and demonstrates competency in applied behavioral analysis and methodology, including discrete trial teaching and pivotal response. This position includes working with school personnel and students (short term) to train school personnel on positive behavior supports for students that have behavioral needs.

REPRESENTATIVE DUTIES:
ESSENTIAL DUTIES:
Under the direct supervision of a specialist, certificated teacher and/or other certificated personnel, works on an in-depth basis with individual students with exceptional needs to implement intensive behavioral therapy to selected students one-on-one or in small groups.

Trains school personnel (i.e. teachers, paraeducators, bus drivers, campus supervisors, campus support assistants, etc.) in positive behavior support strategies using clear training goals. Training includes and is not limited to role-play, modeling interventions with students, feedback/coaching.

Shadows school staff on the implementation of positive behavior and classroom routines.

Collects fidelity data on supports/interventions for review by the specialist, case manager, teacher, school psychologist, paraeducators and administration.

Observes students in their educational setting, and makes environmental modifications.

Provides evidence based strategies to therapists, teachers and specialists by creating and implementing visual, behavioral, social, and/or communications strategies that enhance student performance and behavior. Administers special drills to reinforce learning.

Creates, prepares and may develop age and/or grade appropriate instructional aids and exercises to support the therapy and subject matter being taught, and social skills program and materials.

Participates in consultations with parents and staff on IBI therapy interventions for students on site.
Provides input to therapists, specialists, and teachers on student performance, progress, and behavior. Alerts teacher and resource staff to any special problems or information concerning students. Assists to develop and evaluate individual and group educational goals and objectives; participates in meetings as assigned.

On a short-term basis, rides bus/van in order to train school staff, collect data, or establish a routine for students in need of extra support during transportation. The goal is to transfer these skills to the embedded supports on the bus/van or other support staff present on the bus/van. Transportation support will stay within the provided hours for the position.

Exercises constant supervision of students; observes, monitors, controls and redirects behavior of students within approved procedures. Uses appropriate discipline in accordance with grade level, student's ability to understand discipline and approved procedures. Uses approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including spitting, pinching, biting, hair-pulling, kicking and hitting. Develops and uses incentives as positive reinforcement. Reinforces behavior modification techniques determined by the school based team.

Collects data on Behavioral Intervention strategies, Functional Behavior, Peer mediated instruction and/or Functional communication. Documents student progress and performance using the individualized education plan as a guide. Records information in formats that support further evaluations. Assists in preparation and collection of sensory materials.

Develops data collection sheets and formats observation notes based under the supervision of BCBA/ behavior specialist.

Assists special program administrative staff with the preparation and presentation of in service training sessions; assists in organizing meetings and participates in meetings to share information about positive behavior support.

Prepares and maintains a variety of files and records, including data collection, for classroom or assigned program; orders necessary materials and office supplies for the program or team.

When working with severely disabled students, may be required to assist students with certain medical and hygiene functions.

Must observe confidentiality. Must be discrete in responding to student behaviors whenever possible.

Remains up-to-date in the knowledge of Positive Behavior Support approaches through attendance at on-going in-service trainings, workshops and seminars sponsored by the District, Ventura County SELPA or other acceptable, approved agencies.

Other duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Working knowledge of the principles and practices of age-appropriate child development and guidance applicable for an educational setting.

Basic knowledge of autism and other developmental disabilities.

Basic knowledge of the principles of applied behavior analysis and specific instruction methodologies such as, but not limited to, discrete trial teaching.

Working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.

Basic knowledge of teaching and instruction methods.

Knowledge of document requirements for special education students and programs.

Knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning,

record information, and send communications.
Well-developed human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise extreme levels of patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students.
Basic instructional methods and techniques.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Classroom procedures and appropriate student conduct.
Interpersonal skills using tact, patience and courtesy.
Operation of standard office and classroom equipment including a computer and assigned software.
Record-keeping and filing techniques.

ABILITY TO:
Assist teaching staff with the implementation of instructional goals and activities, assessing the needs of individual students and developing instructional support techniques and materials to meet those needs.
Work with students who have severe developmental delays and behavior challenges (e.g. biting, spitting, hitting, and throwing).
Remain professional, respectful and solution oriented during difficult situations with personnel and students.
Apply principles of positive reinforcement, applied behavior analysis, and discrete trial teaching. Manage students who act out verbally and physically.
Ride with students on a bus/ van as needed.
Interact with teachers, parents, and specialists in order to carry out assigned duties.
Oversee students, administer assignments and tests, and perform general clerical tasks.
Work with and demonstrate sensitivity to a diverse population of students and parents.
Relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.
Establish and maintain cooperative and effective working relationships with others.
Communicate effectively both orally and in writing.
Observe health and safety regulations.
Maintain records and files.
Understand and follow oral and written instructions.
Operate standard office and classroom equipment including a computer and assigned software.
Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:
Requires a high school diploma or the equivalent. Requires two years of college (48 units) or pass the District's assessment that demonstrates knowledge and skills in assisting in instruction or pass the California Basic Educational Skills Test (CBEST). An Associate's degree is highly desirable.

Requires three years of experience working with students with exceptional needs, including experience in an inclusion setting and/or Special Day Class.

LICENSES AND OTHER REQUIREMENTS:
- A valid California driver's license.
- Completion of the VUSD or Ventura County SELPA Intensive Behavior Intervention (IBI) certification training (including successful completion of extended mentoring program), or equivalent training/certification (e.g. 14 hours of Applied Behavior Analysis training or Registered Behavior Technician training).

- Completion of Non-Violent Crisis Prevention and Intervention (NCPI) training and yearly refresher courses to keep certification current; employees must fulfill certification requirement prior to completion of the six-month probationary period.
- Completion of the Ventura County SELPA Autism Certification Program or AFIRM online modules *is recommended and preferred* for this classification (but not required).
- Some incumbents in this classification may be required to speak, read and write in a designated second language.

WORKING CONDITIONS:

ENVIRONMENT:
Classroom and outdoor environment.

PHYSICAL DEMANDS:
Dexterity of hands and fingers to operate standard office and classroom equipment.
Sitting or standing for extended periods of time.
Bending at the waist, kneeling or crouching to assist students.
Seeing to read a variety of materials and monitor student activities.
Hearing and speaking to exchange information.
Lifting and carrying heavy students as assigned by the position.
Reaching overhead, above the shoulders and horizontally.
Ability to respond and move quickly to assist students.

HAZARDS:
Exposure to bodily fluids, bloodborne pathogens and infectious diseases as assigned by the position.
Contact with dissatisfied or abusive individuals.

Approved by Personnel Commission: *06/18/2008*
Revised: *09/21/2016 (former title: Paraeducator – IBI)*
09/12/2018
04/28/2022
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