

Behavioral Aide

Purpose Statement

The job of Behavioral Aide is done for the purpose/s of providing support to the instructional program within assigned classroom with specific responsibility for improving students success in basic academics (reading, language and/or math); relieving teachers of clerical tasks; and assisting students by modeling the skills necessary to perform assignments.

This job is distinguished from similar jobs by the following characteristics: the Behavioral Aide has a Registered Behavior Technician (RBT®) certification and is assigned to a position requiring the RBT® certification, as identified by the Director of Special Education.

This job reports to the Principal.

Essential Functions

- Adapts equipment under the guidance of therapist and teachers (e.g. seating, tables, desks, computer hardware, etc.) for the purpose of providing optimal positioning and increased independence for special education students.
- Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives and/or IEP goals.
- Administers immediate first aid and medical assistance as instructed by a health care professional (e.g. diapering, tube feeding, colostomy bags, etc.) for the purpose of meeting immediate health care needs and/or developing children's daily living activities and behavioral skills.
- Assesses students for the purpose of supporting IEP modifications and accommodations, district benchmarks and IEP goals.
- Assists in delivering behavior analysis services for the purpose of supporting students on an IEP.
- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Attends diligently to the safety of children and surroundings for the purpose of maintaining a safe and secure learning environment.
- Builds rapport and trusting relationships with students for the purpose of promoting a safe and secure learning environment.
- Collects and inputs data for case manager for the purpose of following established procedures.
- Communicates with supervising instructional staff and professional support personnel (e.g. teachers, counselors, etc.) for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Completes required documentation in a timely manner for the purpose of completing daily logs and student's hourly activities.
- Follows and collects data on success plans and/or behavior intervention plans for the purpose of promoting appropriate school behaviors.

- Models conversation, behaviors, cleanup activities, listening, and everyday interactions for the purpose of maintaining a safe and positive learning environment.
- Monitors students during assigned periods within a variety of school environments (e.g. bus stop, crosswalk duty, playground, classroom, field trip, assembly, kitchen, cafeteria, etc.) for the purpose of maintaining a safe and positive learning environment.
- Prepares and organizes daily work materials and work spaces for the purpose of ensuring availability of items and providing written documentation..
- Provides sensory interventions under the guidance of therapist and teachers for the purpose of keeping students calm and ready to learn.
- Provides instruction to students under the direction of the classroom teacher for the purpose of implementing IEP goals assisting in adapting to mainstream classrooms and ensuring student success.
- Responds to emergency situations for the purpose of resolving immediate safety concerns.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and follow instructions; and understand complex, multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; safety practices and procedures; conflict resolution; and stages of child development and behavior.

ABILITY is required to gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others; work with data utilizing specific, defined processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with specific, job-related data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: working in a fast-paced environment; adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; working with frequent interruptions; and being able to multitask.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, significant stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 10% sitting, 50% walking, 40% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Ability to repetitively pull/push, lift, and carry up to 30 lbs; ability to climb up 8 ft ladder, ability to quickly stand up from sitting position on the floor and ability to run after student.

Experience: Job related experience is desired.

Education (Minimum): High school diploma or equivalent.

Education (Preferred):

Equivalency: Associate's Degree preferred.

Required Testing

None Specified

Certificates and Licenses

Registered Behavior Technician® (RBT®) Certification, required within 90 work days of hire.

DESE approved paraprofessional test OR 60 college credit hours, OR valid RBT® Certification available on first day of employment

Continuing Educ. / Training

10 hours Professional Development/yearly

CPR Certification

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Non Exempt

Approval Date

12/22/2021

Salary Grade

See Classified Salary
Schedule

Revised Date

4/28/2025

The purpose and utilization of job descriptions in Liberty Public School District #53 are to ensure the essential functions of each position are articulated in order to create a clear understanding of job expectations for the incumbent while also providing a framework through which the recruiting, hiring, and retaining of employees may be enhanced.