
PERSONNEL COMMISSION

LONG BEACH
UNIFIED SCHOOL DISTRICT
Excellence & Equity

Class Code: 5216
Salary Range: 20 (C1)

BEHAVIOR INTERVENTION ASSISTANT

JOB SUMMARY

Under general supervision, provide Applied Behavior Analysis (ABA) and/or Positive Behavior Interventions and Support (PBIS) strategies as well as other evidence based behavior intervention strategies to assist in the implementation of behavior intervention plans with designated students in a variety of educational settings including the community and classroom; observe and manage behavior of students according to approved procedures; assist students with and demonstrate desired behaviors; perform related duties as assigned.

EXAMPLES OF DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Provide Applied Behavior Analysis (ABA) and/or Positive Behavior Interventions and Support (PBIS) strategies as well as other evidence based behavior intervention strategies to assist in the implementation of behavior intervention plans with designated students in a variety of educational settings including the community and classroom. **E**
- Confer with supervisors, teachers and specialists to coordinate instructional efforts, implement Individualized Education Programs (IEP's) and create daily behavior learning activities; utilize appropriate methods of instruction to achieve goals and objectives set forth in the IEP; attend IEP meetings as requested. **E**
- Observe and manage behavior of students according to approved procedures; build motivation in students by rewarding performance of desired behaviors and completion of tasks with tangible or external reinforcement. **E**
- Utilize a variety of ABA methodologies including but not limited to, Discrete Trial Training, Picture Exchange Communication System (PECS) and Pivotal Response Training; prepare related instructional materials. **E**
- Work with individual and small groups of students in a variety of areas based on individual needs such as sitting and attending, generalization, stimulus control, sensory integration, functional skills, communications and language development skills, self-help, visual perception and academics including appropriate prompts to build independence. **E**
- Assist students with and demonstrate proper methods of physical care and personal hygiene including toileting, eating, grooming and dressing; capitalize on appropriate behaviors and establish favorable reactions to environmental cues. **E**

- Prepare, maintain and input daily data, detailed case records, summaries, contact logs, notes and progress reports related to assigned students and activities; maintain confidentiality of sensitive and privileged information. *E*
- Observe, monitor, collect data, and report progress regarding student performance and behavior to District staff; confer with supervisors, teachers and specialists to apply behavior modification and management programs. *E*
- Accompany and monitor students in a variety of non-classroom activities including field trips and community-based outings that assist students with developing social and community skills; assist students on and off the bus as necessary. *E*
- Operate a variety of office and instructional equipment including a copier, laminator and computer and assigned software; operate adaptive equipment such as augmentative communication devices as necessary. *E*
- Assure the health and safety of students by following health and safety practices and procedures; administer First Aid and CPR. *E*
- Attend a variety of meetings, workshops and in-service trainings to maintain current knowledge of developments in the field of special education; attend mandatory clinic meetings with IEP teams; may drive a vehicle to conduct work. *E*
- Participate in student assessments as directed.
- Direct students in group activities as assigned.
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E" which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS

The Behavior Intervention Assistant classification is distinguished from other instructional classifications by absence of immediate supervision, the independent judgment exercised and the special needs of the population served. Positions assigned to this class are further distinguished by the emphasis on knowledge of methodologies found to benefit some children including but not limited to, Discrete Trial Training, Picture Exchange Communication System (PECS) and Pivotal Response Training. 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 (Applied Behavior Analysis).

EMPLOYMENT STANDARDS

Knowledge of:

Principles, methods and practices of applied behavior analysis and positive behavioral intervention strategies, including the special needs and requirements of students with autism.

Child guidance principles and practices related to children with special education and autistic needs.

Positive behavior modification techniques to increase motivation, learning and supporting appropriate behaviors.

Basic subjects taught in District schools including but not limited to arithmetic, grammar, spelling, language and reading.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Oral and written communication skills.
Interpersonal skills using tact, patience and courtesy.
Operation of office and instructional equipment including a computer and assigned software.
Record-keeping and report preparation techniques.
Personal hygiene practices.
Health and safety regulations.

Ability to:

Provide Applied Behavior Analysis (ABA), Positive Behavioral Intervention Strategies (PBIS) and other evidence-based interventions, and implement behavior intervention plans with designated students in a variety of educational settings.
Demonstrate an understanding, patient and receptive attitude toward students.
Observe and manage behavior of students according to approved procedures.
Monitor and evaluate student progress.
Work independently with little direction.
Prepare and maintain detailed case records, logs and reports.
Prepare lessons and instructional materials for students.
Communicate effectively both orally and in writing.
Learn and apply non-violent crisis intervention techniques.
Operate a variety of office and instructional equipment including a computer and assigned software.
Maintain confidentiality of sensitive and privileged information.
Plan and organize work.
Determine appropriate action within clearly defined guidelines.
Understand and work within scope of authority.
Observe health and safety regulations.
Learn to administer First Aid and CPR.
Drive a vehicle to conduct work.
Establish and maintain effective relationships with those contacted in the course of work.

Education and Training:

Consistent with the No Child Left Behind Act of 2002 and other related legislation, candidates for this classification must meet the following standards:

The equivalent of graduation from high school and one of the following:

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or

2. Attainment of an Associate of Arts degree or higher degree; Or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience:

One year of experience implementing Applied Behavior Analysis programs.

Or

One year of experience at the level of LBUSD Instructional Aide-Special working with students with autism.

Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education.

SPECIAL REQUIREMENTS

Positions in this classification require the use of a personal automobile and possession of a valid California Class C Driver's license.

Incumbents must obtain a valid First Aid and CPR certificate within the designated probationary period for this classification.

Incumbents will be provided non-violent crisis intervention training within one year of employment in this classification.

WORKING ENVIRONMENT

Community, playground or classroom environment.

May drive a vehicle to conduct work.

Potential for contact with impulsive, frustrated and agitated students, who may demonstrate aggressive behaviors.

PHYSICAL DEMANDS

Lifting and carrying light objects and instructional equipment typically weighing up to 20 pounds.

Dexterity of hands and fingers to operate a variety of assigned equipment.

Bending at the waist, kneeling or crouching to assist students.

Standing, stooping and walking.

Hearing and speaking to exchange information in person or on the telephone.

Seeing to monitor students and read a variety of materials.

AMERICANS WITH DISABILITIES ACT

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

APPOINTMENT

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

PCA: 6/23/16

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