

LEAD BEHAVIOR SUPPORT ASSISTANT

DEFINITION:

Under the direction of the Assistant Superintendent of Special Education, and under the supervision of the Behavior Specialist or designee, the Behavior Support Lead assists school site administration, staff and students with behavioral intervention, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks. The Behavior Support Lead will implement and/or oversee the implementation of policies relative to the behavior management of students, procedures for developing and implementing behavior assessments and positive intervention plans.

QUALIFICATIONS:

Education: Equivalent to twelfth grade is required. Completion of required training courses, in-service, or otherwise, as may be assigned. Courses and/or in-service in psychology, behavior modification in Autism or like field, and other related fields desirable. Demonstrated completion of 40 hours of relative training.

Experience:

- Successful completion of the District Instructional Assistant Proficiency Test.
- The equivalent of two (2) years as a Behavior Support Assistant with FCUSD or experience in the care of children with autism, physical disabilities, learning disabilities and/or emotional disturbances, preferably in a school setting.
- Documented training in autism spectrum disorder and/or applied behavior analysis.
- Documented training in positive behavior interventions and supports and behavior data collection.
- Must obtain and maintain district approved crisis intervention training.
- Train in District supported interventions including applied behavior analysis and evidence-based practices.
- Complete training and use non-violent behavior intervention, emergency interventions and physical restraint techniques.
- Must obtain and maintain First Aid/CPR Certificate.

DISTINGUISHING CHARACTERISTICS:

- This position is an itinerant position requiring travel throughout the district. This position requires reliable source of transportation for travel, ongoing meetings, training, preparation before and/or after school hours.
- Provide intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of site administration, staff or the behavior specialist, incumbent will:

- Provide training consultation and support to Behavior Support Assistants, Instructional Assistants, administrators, teachers to support positive student behavior.
- Provide ongoing coaching to staff for implementation of positive behavior interventions and supports and evidence-based practices.
- Collect, compile, and summarize data using multiple data collection methods including functional behavior assessment, frequency, duration, and interval data.
- Utilize and model evidence-based practices for social interaction with students and peers. Provide direct instruction to students.
- Enter an unfamiliar situation and adapt behavior to reduce stress in the situation with minimal preparation
- Assist individuals or small groups with assignments.
- Implement positive behavior supports.
- Prepare and modify instructional materials as indicated by staff.
- Participate in classroom discipline and behavior management programs.
- Assist teacher with crisis intervention and physical restraints (as needed).

- Participate in crisis management and physical intervention training provided by the District.
- Supervise students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Assist with toileting and diapering as needed.
- Supervise students during assigned disciplinary actions, i.e., in-house suspension, social isolation.
- Maintain student dignity.
- Maintain student and staff confidentiality.
- Effectively communicate and collaborate with staff in an ongoing manner.
- Meet deadlines for assigned tasks.

KNOWLEDGE:

- Applicable laws, codes, regulations, standards, policies, and procedures.
- Knowledge and awareness of children with ASD, ED, LD, at-risk children, and developmental differences in children.

ABILITIES AND SKILLS:

- Plan, prioritize, and organize work to meet deadlines, schedules and timelines.
- Ability to enter data and update graphs.
- Ability to identify and implement essential components of a PBIS Plan/BIP.
- Ability to remain calm in stressful situations.
- Ability to adapt to unpredictable changes to schedule (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.
- Ability to model and coach classroom staff on implementation of behavior support strategies including individualized support plans.
- Ability to describe behavior and environment in observable and measurable terms.
- Ability to identify common functions of behavior and utilize that information to prevent, teach alternatives, and respond to challenging behavior.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations; 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; understanding of technology to participate in virtual training and meeting, graphing, and developing materials/visual supports.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.

- Employees in this position will be required to work indoors in a standard office and school environment and come in direct contact with district staff and the public.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.