

BEHAVIOR SUPPORT ASSISTANT - GENERAL EDUCATION**DEFINITION:**

The Behavior Support Assistant assists the teacher or behavior specialist in improving the behavior, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks which, in the judgment of the teacher or behaviorist may be performed by a non-credentialed employee. The work need not be performed in the presence of the teacher/behaviorist, but the teacher/behaviorist retains responsibility for instruction and supervision.

QUALIFICATIONS:

Experience: In the care of children with emotional disturbances.

Education: Equivalent to High school graduation. A.A. degree, 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act. Courses and/or in-service in psychology, behavior modification, and other related fields desirable.

Training: Must complete First Aid/CPR Certificate, Pro-Act Training within 6 months of hire.

Willingness to complete such training courses, in-service, or otherwise, as may be required within 6 months of hire. Training in crisis intervention applied behavior analysis (ABA), pivotal response training, discrete trial training, positive behavior supports, behavior data collection. Floor time

Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable.

DISTINGUISHING CHARACTERISTICS:

The incumbent assists general education programs for children in grades ranging from TK – 6th either in small groups or one-on-one. Spends a substantial portion of their time providing intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors. Many of the students may have difficulties processing, conduct problems, and aggressive behaviors (verbal and physical). Assistants must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the supervision of the teacher or behavior specialist the behavior support assistant:

- Provides direct instruction to students.
- Implements positive behavior supports.
- Collects and reports on data to teachers and behaviorists.
- Assists individuals or small groups with assignments.
- Prepares and modify instructional materials as indicated by staff.
- Participates in classroom discipline and behavior management programs.
- Assists with a variety of record keeping activities, such as attendance, lunch count, daily charts, data collection/recording student behavior, and other records as needed or required.
- Assists teacher with crisis intervention and physical restraints (as needed).
- Participates in crisis management and physical intervention training provided by the District.
- Supervises students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Model appropriate social interaction with students and peers.
- Assists in contacting outside agencies.
- Assists with toileting and diapering as needed.
- Supervises students during assigned disciplinary actions, i.e., in-house suspension, social isolation.

KNOWLEDGE AND ABILITIES:

- Knowledge and awareness of at-risk children, and developmental differences in children.
- Ability to remain calm in stressful situations.
- Ability to follow a schedule that may change, in part, hour to hour and day to day.

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- Ability to work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.

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: With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, to maneuver students into and out of vehicles, to walk and run with students, climb well enough to go up and down stairs, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.

WORK ENVIRONMENT:

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

- 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.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.