

## SPECIAL EDUCATION BEHAVIOR ASSISTANT

### DEFINITION

Under general supervision, provide specialized behavioral support and assistance in meeting the needs of students with disabilities; provide support in the form of consultation, coaching, one-to-one and group presentations, classroom support, and information for effective behavioral strategies for general educators, special education teachers, and other personnel who provide instructional services to students with disabilities; and perform other related work as required.

### ESSENTIAL FUNCTIONS

Assist with the development and maintenance of special education instructional programs to meet federal and state mandates; provide consultation and behavioral support to address the needs of special education students; facilitate behavioral services for special education students receiving mental health services; provide technical assistance and training to staff and families concerning behavior needs and available mental health and behavioral resources; analyze behavior from a functional perspective that conforms to the IDEA federal regulations and addresses mental health and behavior, including functional analysis and functional behavior assessments that promote daily positive interventions; conduct direct behavior analyses of students leading to and including development of behavior goals, behavior contracts, behavior intervention plans, functional behavioral analysis assessments and positive behavioral intervention plans (BIP); collect and analyze data; provide general support to sites in behavioral issues which includes assisting sites with student discipline, complaint issues arising around mental health needs and behavioral issues; coordinate, track, and monitor manifestation determination meetings and positive behavioral support systems (PBIS) planning; supervise the maintenance of a variety of records and files and coordinate data collection to monitor student progress; provide assistance in analyzing data and modifying curriculum, instructional strategies, and behavioral strategies; communicate with site administration, parents/guardians, teachers, and support staff and participate in trainings and professional development; attend and participate in site and district level meetings; support school site IEP teams in decision making by facilitating parent observation of program options; maintain and monitor use of low incident equipment by district special education students; observe, consult with, assist, and facilitate special education staff with work in core curriculum, modifications and adaptations, technology, materials, and resources; assist with facilitating mainstreaming and social integration of students, transition and placement of students, behavior management, and compliance issues and assessment; assist with delivering in-service presentations to individuals, school sites, small clusters, program specific groups, departments, parents/guardians, and administrative groups; provide assistance with in-service in social skills curriculum development, compliance issues, assessment, behavior management techniques, and collaboration between regular and special education staff; support and maintain social skills programming for students; meet with site administrators to determine site special education needs and assist with IST, IEP, and BIP development; collaborate with program specialists, special education teachers, psychologists, coordinators, and general education staff; may prepare reports and recommendations on policy, curriculum, and legally required data as requested by the Executive Director of Special Services; assist in maintaining compliance of district special education programs with state and federal laws; assist in the development of low incident requests; and perform other duties as assigned.

### EMPLOYMENT STANDARDS

#### KNOWLEDGE AND ABILITIES

##### Knowledge of:

Computer-assisted instruction and other instructional technology;  
Current state and federal regulations related to special education;  
Multi-Tiered Systems of Support (MTSS) and PBIS supports;

Knowledge of (continued):

Data collection methods;  
Facilitating and participating in group processes.

Ability to:

Effectively communicate and interact with supervisors, members of the public, and all other groups involved in the activities of the District;  
Keep abreast of any changes in policy, methods, digital and social media technologies, and computer equipment needs as they pertain to department operations and activities;  
Perform complex and specialized technical work utilizing independent judgment with speed and accuracy;  
Comprehend, interpret, and apply regulations, procedures, and related information;  
Prepare clear, concise, and comprehensive reports;  
Establish and maintain cooperative working relationships with the public and district personnel;  
Understand and carry out oral and written directions;  
Relate effectively with racially and ethnically diverse staff, students, and community members.

EDUCATION AND EXPERIENCE

Education:

Bachelor's degree from an accredited college or university with a major in education, business, social services, communications, or a related field; master's degree desirable.

Experience:

Three years of experience supporting in a special education setting at the elementary and secondary level; two years of experience working with school staff to implement program goals, accommodations, and function-based behavioral intervention for special needs students; previous experience in program coordination preferable.

LICENSES AND CERTIFICATES

Must possess or obtain Board Certified Behavior Analyst or Board Certified Assistant Behavior Analyst Certification within one (1) year of hire date (prior to 1-year anniversary) for permanent employees or within six (6) months of hire date (prior to 6-month anniversary) for probationary employees; if driving a vehicle is required in the course of work, the operator must possess a valid and appropriate California driver's license; qualify for insurability with the District's insurance carrier.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Strength:

Ability to lift, carry, push, or pull students or items weighing up to 50 pounds; other significant physical abilities include standing and walking for extended periods; dexterity of hands and fingers to operate a computer keyboard.

Pre-placement Physical: Class I