CLASS TITLE: SPECIAL EDUCATION ASSISTANT, IV BEHAVIOR ASSISTANT

DEFINITION: The SEA IV Behavior Assistant will work as an itinerant assistant that will be assigned to an Education Consultant & Behavior Management Specialist to work in a classroom or with a student for a maximum of ten (10**)** weeks. At the end of ten (10) weeks, an IEP will be held to determine if more time is needed or if the Behavioral SEA can transition to another student. All Behavioral SEAs will have a performance based "Fade Plan" designed to alert the team when the student's behavior as resolved as another method to indicate when the services are no longer needed; and performs other related duties as required.

Under the guidance and direction of the Behaviorist Program Manager and the Department's Board Certified Behavior Analysts (Education Consultants & Behavior Management Specialists) the proposed Behavior Assistant will assist in meeting the special behavioral needs of students by implementing behavior plans, advising and modeling researched based behavioral techniques. Currently, using this approach will help to stabilize children in crisis and prevent Special Education placement by maintaining children in the Least Restrictive Environment.

EXAMPLES OF DUTIES:

Incumbents may perform any combination of the essential functions shown below. Duties may vary from site to site. The position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Observe student behavior and assist in Development, implementation, and fading of positive behavior plans for identified children
- Collect data and complete integrity checks of Behavior Support Plans
- Assist in providing training for school site staff on behavior management techniques and procedures
- Model behavior techniques including positive behavior intervention, reinforcement strategies
- Advise staff of transition or schedule difficulties that lead to undesired student behaviors
- Participate in team meetings
- Provide one-to-one assistance as needed with children exhibiting aggressive behaviors
- Intervene in emergency situations involving aggressive or uncontrolled behavior of identified students
- In collaboration with the site supervisor, participate with training, monitoring and scheduling of other paraprofessional(s) assigned to the Behavior Assistant's caseload
- Implement positive behavior intervention strategies and emergency behavior interventions
- Facilitate social skill playgroups with identified children
- Maintain records, follow lessons plans and prepare instructional materials as directed
- Assist teacher in maintaining a variety of records and files related to students' progress
- Assist in assessment of students' curriculum performance with the exception of any assessment for Eligibility for Special Education and related services

- Attend required in-service and special training related to behavior management, instructional program, social skills and other needs
- Assist with meeting the IEP goals of students
- May assist with feeding, lifting, carrying, mobility and structural adaptations as required
- Establish and maintain positive relationships with staff, students and parents
- Encourage each student served to personally participate to his/her full potential and independence level

DESIRABLE QUALIFICATIONS:

Training and Experience: *Required:* At least four years of District approved experience working with school age children and/or behaviorally challenged individuals in an organized setting (residential treatment center, day treatment, county). Current certification in First Aid and CPR are required. Possessing knowledge of behavior management and crisis intervention training.

Desirable: Academic coursework in child development, specialized training in behavior management techniques and strategies. Interest in working with children with behavior challenges that may result from autism or emotional difficulties.

Knowledge of:

- Basic principles and practices of behavior techniques
- Techniques used in guiding and motivating students
- Child guidance principles and practices, especially as they relate to students with learning disabilities
- Basic subjects taught in schools including arithmetic, grammar, spelling, language and reading
- Safe practice in classroom and playground activities
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Reading and writing communication skills
- Interpersonal relations skills using tact, patience and courtesy
- Basic record-keeping, data recording techniques
- Classroom procedures and conduct
- Diverse academic, cultural and ethnic backgrounds of students with special needs

Ability to:

- Apply identified behavior techniques in school settings.
- Effectively participate in and implement techniques for emergency behavior intervention (e.g., Pro-ACT training).
- Learn and apply techniques for crisis intervention techniques for physically restraining students in order to maintain safety of student in specific situations.
- Assist teachers and staff in meeting the educational goals of students with identified behavioral needs.

- Demonstrate an understanding, patient and receptive attitude toward children with special needs.
- Carry out duties safely and calmly in unexpected or emergency situations.
- Relate to student(s) in individual and small group settings.
- Give and receive oral and written instruction in English.
- Spell correctly, use proper English and make arithmetic computations.
- Work cooperatively and communicatively with those contacted during the course of work.
- Work in accordance with HIPPA (confidentiality laws) and work with discretion.

Licenses:

- A valid California Driver's License is required.

Certificates and Other Requirements:

Ability to meet proficiency requirements as set forth in applicable state and federal laws and District Annual Notices (i.e. Mandated Reporting, Blood Borne Pathogen). Certification in First Aid and CPR required every 2 years.

Desirable: Candidate working on BCaBA, the Board Certified Behavioral Associate certificate.

Environment:

Diversified Special Education and Regular Education classroom environments working with students who may need to be physically guided or restrained using District approved crisis intervention techniques.

Physical Abilities:

Seeing to monitor students during classroom activities and to read instructional materials; hearing and speaking to exchange information and provide assistance to students and staff; walking, reaching, holding with arms, bending at the waist, crouching, and squatting to assist students; dexterity of hands and fingers to assist students and to operate specialized equipment or office equipment; pushing wheelchairs, lifting up to 25 pounds or equivalent in lifting students.

Other Qualifications:

Must successfully pass the District's pre-employment fingerprinting and TB testing.