

## **Ontario–Montclair School District**

### **CLASS SPECIFICATION Instructional Assistant – Behavior Intervention**

Range 29

#### **GENERAL PURPOSE**

Under general supervision, provides instruction to individual or small groups of students with behavioral challenges in accordance with the prescribed course of instruction; observes, monitors and records student behavior and performance; assists teachers in maintaining student academic and attendance records; and performs related duties as assigned.

#### **DISTINGUISHING CHARACTERISTICS**

Instructional Assistants – Behavior Intervention are responsible for tutoring and providing instruction to individual and small groups of students with behavioral challenges in a special day class, resource specialist classroom and/or the general education classroom. They may be required to monitor and redirect student progress regarding inappropriate behaviors and performance; support acquisition of appropriate skills and behaviors; assist in meeting special needs which may include feeding and toileting students; perform a variety of responsible and specialized tasks in the physical care and classroom instruction of students with disabilities; administer Intensive Behavior Intervention methods based on the Applied Behavior Analysis (ABA) model to identified Special Education students; and perform a variety of clerical duties as assigned.

Instructional Assistants – Behavioral Intervention are distinguished from Instructional Assistants in that incumbents in the former class specialize in providing instruction and tutoring to students with special behavioral challenges, including but not limited to, Autism.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Supports instruction to individuals or small groups of students with special needs as assigned.
2. Assists students in prescribed learning activities.
3. Monitors student conduct and utilizes approved behavior management techniques to redirect and modify inappropriate behaviors.
4. Administers one-on-one ABA-based Intensive Behavior Intervention methods to designated students in a school setting as directed by supervisor or other specialist.
5. Participates in Intensive Behavior Intervention staff development in-services.
6. Implements documented therapy plans for Intensive Behavior Intervention treatment.
7. Monitors, observes and reports behavioral data of students according to approved procedures.
8. Assists students upon arrival and departure at school and throughout the school day.
9. Assists students by providing appropriate modeling, emotional support, a friendly attitude, and general guidance.
10. Communicates with teachers and assigned staff regarding student progress and needs.
11. Assists students with washing, eating, toileting, and other personal care needs.
12. Assists students in learning proper personal hygiene and in developing self-sufficiency.
13. Maintains activity rooms, equipment, and utensils.

14. Assists teacher in supervision of assigned students in physical and instructional activities.
15. Performs related tasks as required

### **OTHER DUTIES**

1. Attends a variety of meetings, workshops and seminars as requested.
2. Assists teachers in mainstream classrooms with special education students as needed.
3. Assists in preparing student rosters.

### **QUALIFICATIONS**

#### **Knowledge of:**

1. Personal needs and behavior characteristics of children with disabilities, including special needs and requirements of students with autism.
2. Instructional accommodations and modifications for students with disabilities.
3. Intensive Behavior Intervention methods and techniques.
4. Correct English usage, including spelling, grammar and punctuation.
5. Administrative practices and procedures, including record keeping and filing practices and procedures.
6. Interpersonal skills using tact, patience, and courtesy.

#### **Ability to:**

1. Operate a computer and other standard office equipment.
2. Organize, set priorities and exercise sound judgment within areas of responsibility.
3. Organize and maintain confidential student records and files.
4. Implement behavior management techniques used with individuals with special needs.
5. Implement training techniques and chart behavior as directed by a teacher/specialist.
6. Communicate clearly and effectively orally and in writing.
7. Understand and follow written and oral instructions.
8. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
9. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.
10. Maintains job punctuality and regular attendance.

#### **Education, Training and Experience:**

The applicant must have one of the following: Associates degree (or higher) from an accredited institution of higher learning, or 48 semester transferable units, or successfully completed a District approved test (e.g. CODESP). Applicants must also include a verification of High School diploma/G.E.D if Associates degree is not submitted. Possession of the knowledge and abilities listed above.

#### **Licenses; Certificates; Special Requirements:**

Upon acceptance of the District's offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

A current Community CPR/First Aid Certificate.

### **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 30 pounds.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works in a classroom setting, the noise level may vary.

Board Approved: Revised 11/21/19