

LEAD BEHAVIOR INTERVENTION ASSOCIATE

(May be eligible for: Medical Stipend 6% if primary or 2% if backup)

JOB SUMMARY

Under the general direction of the Student Support Services Department, assists in leading the implementation and training of individualized intervention plans for students in both general education and special education classrooms, specific to students who are exhibiting moderate to severe maladaptive behaviors; utilizes the principles of Applied Behavior Analysis to monitor behavior reduction strategies and student progress on behaviors goals outlined in student Individualized Education Plans (IEP), Behavior Intervention Plans (BIP), and Functional Behavior Assessments (FBA)

DISTINGUISHING CHARACTERISTICS

The Behavior Intervention Associate (BIA) classification is distinguished from other instructional assistant classifications in that the BIA provides specialized support and training to all instructional assistant classifications regarding behavior intervention strategies, and provides support to District schools, classrooms, and students as directed by Student Support Services administrator. The Lead BIA not only provides this specialized support and training to all instructional assistants classifications, it also provides an additional level of specialized support and training to the BIA classification to ensure a uniformity of behavior intervention program implementation from the Special Education and Behavior Intervention management team.

SUPERVISION RECEIVED AND EXERCISED

Job incumbents in this class receive supervision and report directly to an assigned Student Support Services Department Supervisor. Job incumbents provide direction to and lead program Behavior Intervention Associates, Instructional Assistants, and student supervision personnel working at their site(s).

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:

- Works with the Behavior Intervention Supervisors to conduct training with assigned staff and assist in the District-wide implementation of behavioral intervention techniques to support student needs;
- Assists with on-boarding and on-going training of instructional aides in behavior analytic based trainings (i.e., principles of learning, behavioral strategies, environmental modifications etc);
- Coaches assigned staff in implementing short-term interventions to assigned students to facilitate de-escalation of dangerous, assaultive, or maladaptive behavior, and allow for the students to re-engage in appropriate academic and social behavior;
- Models and implements supportive behavioral interventions, de-escalation techniques and shaping stimuli in the learning environment that may trigger students;

- Provides training and coaching to assigned staff using appropriate instructional methodologies and techniques to support student replacement behavior, the implementation of approved Behavior Intervention Plans (BIP), and quantitative data collection.
- Provides information to the school support team concerning student progress in order to analyze data and modify programs for students.
- Researches and prepares instructional, motivational, and other related behavior intervention support materials.
- Receives special assignments to various locations from Student Support Services in a variety of settings, for example: behavioral emergencies for campus support per crisis intervention procedures; new placement transitions, behavior observation data collection or preparation for upcoming IEPs;
- Assists in implementing Individualized Educational Plans or behavior plans for students as assigned by Student Support Services administrator;
- Collects data and records anecdotal student progress notes, maintains and organizes program notebooks and implements program modifications;
- With appropriate training and authorization from an FSD District Nurse, administers medication in accordance with specific medical instruction, performs routine first aid which may include aiding children experiencing seizures or respiratory problems;
- Assists when necessary with physical activities and therapy, including diapering, toilet training, feeding, and other self-help skills;
- Attends a variety of meetings, workshops and in-service training to maintain current knowledge of developments within the field of special education;
- Performs all duties of a Behavior Intervention Associate and other related duties as assigned;

EMPLOYMENT STANDARDS

Any equivalent combination of training, education and experience that demonstrates the applicant is likely to possess the required knowledge, skill and ability to perform the job duties:

Education: Graduation from high school or GED is required. **AND** Initiation of 40 hour Registered Behavior Technician (RBT) training program as outlined by the Behavior Analyst Certification Board is required prior to application submission. Completion of the program is required within six (6) month probationary period - completion of program prior to application is preferred. Annually pass the Registered Behavior Technician Competency Assessment, as outlined by the Behavior Analyst Certification Board.

Must also show sufficiency in educational requirements by meeting one of the following requirements of the Every Student Succeeds Act of 2015 (ESSA), formerly known as the No Child Left Behind Act of 2001 (NCLB):

- Possession of two years of higher education (i.e., 48 units or more); **Or**
- Possession of an Associate's Degree or higher from an institution of higher learning accredited as recognized by the Council for Higher Education Accreditation; **Or**
- Possession of proof that indicates you have passed the California Basic Educational Skills Test (CBEST); **Or**

- Obtain a passing score on the Fullerton School District Instructional Assistant Proficiency Assessment

AND

- Training or coursework in child growth and development, behavior management, developmental motor training, first aid, CPR, instructional technology or related field desirable. CPR Certification must be acquired following hire.

Experience: Two (2) years of experience with children requiring a specialized learning environment. At least (1) year experience working at the level of a Behavior Intervention Associate.

Knowledge of:

- Basic methods of instruction;
- General needs and behavior of children diagnosed with developmental disabilities, including an understanding of appropriate behavior management techniques used in controlling and motivating students;
- General concepts of child growth and development and child behavior characteristics;
- Leading work, providing feedback in relation to training, and training employees;
- English usage, punctuation, spelling, and grammar;
- Routine record keeping.

Ability to:

- Engage in strenuous physical activity including lifting as needed;
- Learn and utilize basic methods and procedures to be followed in the special education instructional setting; provide specialized health care as needed;
- Operate medical equipment necessary to meet the physical needs of students;
- Reinforce instruction to students with severe physical, cognitive, communicative, behavioral and emotional disabilities from preschool through eighth-grade level;
- Manage student behavior and guide students toward more acceptable social behaviors;
- Establish and maintain effective relationships with children;
- Support effective relationships with parents.
- Provide feedback as to how the children are performing daily assigned tasks;
- Maintain effective and harmonious working relationships with students, fellow employees, teachers, and administrative staff;
- Lead work and conduct trainings for assigned staff
- Keep simple records;
- Maintain confidentiality of sensitive information;
- Utilize appropriate instructional materials and procedures;
- Understand, communicate and follow oral and written instructions;
- Obtain a Red Cross First Aid certificate, including CPR training.

PHYSICAL STANDARDS

The work environment and physical demands of the positions as described below are representative of those that must be met by an employee to successfully perform the essential

functions of a position in this Instructional Assistant/Special Education series. Reasonable accommodations may be made to enable individuals to perform the essential functions of a specific position. These physical standards are generic in nature and tasks may vary dependent on instructional assistant classification and school site or specialized department/student assignment.

Work Environment: While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment. Will be required to drive a vehicle or travel to and from school sites. The employee’s primary responsibility is supporting school staff in working with students with behavior support needs. Employees in this position may have a higher level of exposure to infection and physical injury from students. There is also frequent contact with staff and the public. The noise level is moderate. Actual work schedule and worksite assignments will vary depending on program needs.

Physical Demands: The physical demands of this position include sitting and standing for extended periods of time. Depending on class/student assignment the employee may frequently move or lift children weighing up to 50 lbs. unassisted from wheelchairs to tables or desks. Employees may lift and move students who may wear heavy braces, use wheelchairs and other assistive devices, assist students on or off a bus, either in a wheelchair or using some other mobility-assisted equipment. Frequent bending at the waist is required, as is kneeling, crouching, pushing and pulling to assist students with shoelaces, braces, floor exercises and pushing of wheelchairs with or without students up and down inclines, steps and on long walks. Employees may reach overhead as well as above the shoulders and horizontally. Dexterity of hands and fingers to demonstrate activities or run medical and instructional resource equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is required.

The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Lead Behavior Intervention Associate	
Personnel Action	Personnel Action Date
Approved by the Personnel Commission:	9/26/20