Western Placer Unified School District

POSITION DESCRIPTION

Position Title:	**Behavior Support Assistant (BSA)**
Department:	Special Education-Itinerant
Reports to:	District Behavior Analyst

SUMMARY:

Under the direction of the Behavior Analyst, the Behavior Support Assistant assists special education classroom instructional staff with those students who have challenging behaviors. They assist staff in the design and implementation of positive behavior support systems to decrease inappropriate undesirable behaviors that impede student access to curriculum and increase appropriate desirable behaviors that will improve student academic success.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provides comprehensive support to assigned program personnel in the use of applied behavior analysis methodologies, such as:
    - Discrete trial training
    - Social skills development
    - Visual schedules
    - Differential reinforcement
    - Token economy
    - Prompting hierarchies
    - Behavior shaping
- Facilitates the implementation of Behavior Intervention Plans.
- Assists the Behavior Analyst with data collection pertaining to the development, implementation, and modification of Behavior Intervention Plans and other behavior support needs.
- Performs student observation at assigned school sites for the purpose of initial training and ongoing support, including follow up activities related to data collection.
- Under the direction of the Behavior Analyst, provides training to classroom staff on data collection procedures.
- Conducts fidelity monitoring under the direction of the Behavior Analyst to ensure faithful implementation of Behavior Intervention Plans and other behavior programs.
- Under the direction of the Behavior Analyst, provides training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for students with behavioral needs.
- Models use of empirically validated behavior intervention strategies in the classroom setting, and provides coaching to classroom staff on their appropriate use.
- Under the direction of the Behavior Analyst, prepares materials and/or equipment necessary for implementing individualized behavior supports and classroom management programs.
- Supports staff in developing the skills necessary to assist students in developing their behavioral skills, developing social skills, and classroom staff.
- Assists students with developing strong communication, cognitive, and behavioral skills.
- Collects progress data as assigned on frequency and duration of maladaptive behaviors and functionally equivalent replacement behaviors, develops representations of graphical data, and reviews data path progress with case manager and other relevant staff.
- Responds to emergency situations for the purpose of resolving immediate safety concerns.
- Other duties as assigned.
- Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825)

QUALIFICATION REQUIREMENTS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EXPERIENCE:
- Experience implementing behavioral strategies, including but not limited to, applications of reinforcement, discrete trial training, forward and backward chaining, shaping, errorless learning, and prompt fading, is preferred.
- Ability to understand, manage and relate to students who have behavioral problems, learning and physical demands.
- Experience in data gathering methodologies is preferred.
- Experience facilitating staff training/coaching and consultation with providers preferred

EDUCATION
- High school-level education or equivalent
- Completion of 40 hours of qualified training related to applied behavior analysis, that meets the requirement for a Registered Behavioral Technician certification

CERTIFICATES, LICENSES, REGISTRATIONS:
- Successful completion of a Registered Behavioral Technician competency assessment**,** or be able to attain within six months of hire date.
- Successful completion of Non-Violent Crisis Intervention Training.
- Annual completion of the Registered Behavioral Technician renewal competency assessment to maintain certification
- Must possess a valid California's driver's license issued by the State Department of Motor Vehicles.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:
Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:
Ability to apply knowledge of current research and theory to the instructional program; ability to implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is occasionally required to stand; walk; sit; and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include peripheral vision.

Must be able to lift up to 50 pounds and physically restrain and control a student up to 150 pounds

with assistance.

WORK ENVIRONMENT:

The work environment characteristics described here 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 to loud. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students.

Board Approved 06/18/2024
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