

BEHAVIOR INTERVENTION ASSISTANT

DEFINITION

As part of a team of specialists, the Behavior Intervention Assistant will provide behavioral support and instruction at various sites throughout the district (Itinerant) for various periods; monitor and collect data on behaviors and document progress for students with demonstrated behavior problems, which interfere with the learning environment.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the Administrator School-Based Mental Health Services with the advice of certificated staff and or classified management. May also receive supervision from Behavior Support Specialists and/or Board Certified Behavior Analyst Will not exercise any supervision of staff.

REPRESENTATIVE DUTIES – *Incumbents may perform any combination of the essential functions shown below (E). This 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 principle job elements.)*

- Learn and apply Applied Behavior Analysis (ABA) techniques with a variety of individuals of varying ages and disabilities. (E)
- Supports instruction to individuals or small groups of students with special needs as assigned. (E)
- Assists students in prescribed learning activities. (E)
- May utilize ABA-based Intensive Behavior intervention methods, to designated students in a school setting as directed by a supervisor or other specialist. (E)
- Participates in district sponsored behavior intervention staff development. (E)
- Monitors, observes and reports behavioral data of students according to approved procedures. (E)
- Assists with developing and implementing behavioral plans in cooperation with other special education staff. (E)
- Monitors, observes and reports behavioral data of students according to approved procedures. (E)
- Assists students by providing appropriate modeling, emotional support, a friendly attitude, and general guidance. (E)
- May accompany certificated staff and students on field trips, community based training, travel and trainings. (E)
- Communicates with teachers and assigned staff regarding student progress. (E)
- Assists students upon arrival and departure at school and throughout the school day, and assisting student with necessary adaptive equipment. (E)
- Assists students with washing, eating, toileting, and other personal care needs. (E)
- Assists students in learning proper personal hygiene and in developing self-sufficiency. (E)
- Provides basic emergency care as needed, including cardio-pulmonary resuscitation (CPR) or basic first-aid until medical assistance arrives. (E)
- May assist other staff in utilizing prescribed emergency behavior interventions and reporting procedures. (E)
- May perform other duties as assigned

QUALIFICATIONS

Knowledge of:

- Characteristics of a range of disabilities including but not limited to autism, traumatic brain injury and emotional disturbance.
- Student guidance principles and practices, especially as related to special needs students.
- Interpersonal skills using tact, patience and courtesy.
- Data collection and report writing.
- Positive behavioral intervention strategies.

- Modern office methods utilizing computer technology and assigned software.

Ability to:

- Maintain confidentiality of student and family information.
- Establish and maintain cooperative and effective working relationships.
- Demonstrate a patient understanding and calm attitude towards students with significant behavioral challenges.
- Understand and carry out oral and written directions.
- Prepare clear and concise reports.
- Learn, interpret, apply and explain policies and procedures
- Physically implement emergency behavior interventions, when trained in appropriate program for proactive management of student assaultive behaviors.
- Follow procedures for handling contact with sick children, dissatisfied or abusive individuals; possible contact with blood borne pathogens and/or bodily fluids; possible injury from punching, hitting, slapping, pushing and biting; exposure to profanity, obscene language and personal verbal attacks, when trained and provided appropriate materials.

Education and Experience:

Three (3) years' experience working with persons with behavioral challenges and/or disabilities and demonstrated experience implementing Applied Behavior Analysis (ABA) – based behavior intervention techniques. Experience working with persons with severe behavior problems is preferred. Training in addition to behavior intervention and safety training (i.e. Management of Assaultive Behavior) will be provided.

Two (2) years of college (48 college semester units or more) **or** possession of an Associate's degree or higher **or** proof of certification through a local assessment which meets the requirements of "No Child Left Behind"

License or Certificate:

- Possession of valid California driver's license
- Valid First Aid and CPR certificate must be obtained within six (6) months from date of hire at district expense

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

- Sit for prolonged periods of time.
- Stand and walk on hard and/or uneven surfaces for extended periods of time.
- Frequent bending/stooping; squatting, crouching, kneeling.
- Occasional reaching overhead, above shoulder height and horizontally.
- Occasional to frequent pushing/pulling, lifting, reaching overhead to assist with instructional activities.
- Frequent simple to firm grasping to seize, hold, grasp, turn or otherwise work with hands to assist with instructional activities.
- Dexterity of hands and fingers to operate a computer keyboard, to assist with instructional activities.
- See, hear and speak with/without assistive devices sufficient to communicate effectively with others.
- Ability to read a variety of materials, to monitor student behavior and to assist students with learning tasks.

PHYSICAL REQUIREMENTS – 'Emergency Behavior Intervention Training' (such as MAB, CPI, ProAct).

In carrying out the maneuvers required to complete student interventions, the employee must utilize a full body range of motion. These physical requirements are based on two-person interventions:

- Stand on a variety of surfaces
- Walk/run on a variety of surfaces, at a pace dependent upon the situation.
- Sit on a chair to protect self by bending forward, or use the chair as a backwards propelling tool to escape a grab of an attacker.
- Push/pull with sufficient intensity to achieve desired result.

- Lifting and/or carrying up to 100 lbs. for short periods of time.
- Stoop/knee/crouch/crawl: these movements occur in multiple intervention strategies.
- Reaching in any direction. Depending on age and statute of student, reaching may occur at all levels
 - waist to knee
 - waist to check
 - below knee
 - chest to shoulder
 - and/or above shoulder
- constant handling: Seizing, holding, grasping, turning, or otherwise working with the hand or hands. Includes simple and power grasping.
- Fingering: Fine manipulation is required in releasing an individual's hand grab/grip, as well as releasing tension and/or constraints.
- Balancing: Body postures and maneuvers taught require maintaining body balance through positioning of the lower extremities, including pivoting, rotating, and flipping an individual if required.
- Climbing: In the event of stairs, the employee must be able to climb or descend down the stairs as needed. And/or climbing over obstacles or objects may be required such as an upside down table or chair.
- Twisting: Upper and lower torso twisting is required in multiple intervention strategies.
- See, hear and speak with/without assistive devices sufficient to perform Emergency Behavior Intervention techniques, resolve the situation and return student and employee to safety.

HAZARDS:

Contact with students with special needs behavior.

SALARY PLACEMENT

CSEA 318

Non-Incremental Salary Schedule

Range 45

Board Approval: 11/13/18

CSEA 318 Approval: 10/24/18