



For the future of every student

## **CLASS TITLE: BEHAVIOR SUPPORT ASSISTANT**

### **BASIC FUNCTION:**

Under the supervision of the IBI Specialist, Autism Specialist and/or the classroom teacher, assist with the monitoring, coordination and implementation of Intensive Behavior Interventions involving Applied Behavior Analysis leading to Discrete Trial Teaching, Pivotal Response Teaching, Floor Time, Incidental Teaching and other methods while working with individuals with exception needs.

### **DISTINGUISHING CHARACTERISTICS:**

The Behavior Support Assistant is a specialized position that assists educators and therapists with therapy and tutoring of students having exceptional behavior intervention needs. The Behavior Support Assistant has been specially trained and demonstrates competency in applied behavioral analysis and methodology, including discrete trial teaching and pivotal response.

### **REPRESENTATIVE DUTIES:**

#### **ESSENTIAL DUTIES:**

Under the direct supervision of a behavior specialist, certificated teacher and/or other certificated personnel, works on an in-depth basis with individual students with exceptional needs to implement intensive behavioral therapy to selected students one-on-one or in small groups.

Observes students in their educational setting, and makes environmental modifications.

Provides evidence based strategies to therapists and specialists by creating and implementing visual, behavioral, social, and/or communications strategies that enhance student performance and behavior. Administers special drills to reinforce learning.

Creates, prepares and may develop age and/or grade appropriate instructional aids and exercises to support the therapy and subject matter being taught, and social skills program and materials.

Participates in consultations with parents and staff on IBI therapy interventions for students on site and in home programs. Attends Individualized Educational Plan (IEP) meetings as necessary to observe the connection between therapy and educational goals.

Provides input to therapists, specialists, and teachers on student performance, progress, and behavior. Alerts teacher and resource staff to any special problems or information concerning students. Assists to develop and evaluate individual and group educational goals and objectives; participates in meetings as assigned.

Exercises constant supervision of students; observes, monitors, controls and redirects behavior of students within approved procedures. Uses appropriate discipline in accordance with grade level, student's ability to understand discipline and approved procedures. Uses approved techniques for responding to students whose behavior may escalate to self-injurious or physically aggressive acts, including spitting, pinching, biting, hair-pulling, kicking and hitting. Develops and uses incentives as positive reinforcement. Reinforces behavior modification techniques determined by the case manager and team.

Trains, mentors, coaches, and shadows support staff (i.e. paraeducators, bus drivers, noon-duty aides, etc.) in positive behavior support strategies. Implements programs and trains paraeducators to coordinate daily and weekly social activities.

Collects data on Behavioral Intervention strategies, Functional Behavior, Peer mediated instruction and/or Functional communication. Documents student progress and performance using the individualized education plan as a guide. Records information in formats that support further evaluations. Assists in preparation and collection of sensory materials.

Assists special program administrative staff with the preparation and presentation of in service training sessions; assists in organizing meetings and participates in meetings to share information about the IBI programs.

Prepares and maintains a variety of files and records, including data collection, for classroom or assigned program; orders necessary materials and office supplies for the program or team.

Assists in maintaining order among students in the classroom and school grounds. Assures safety of students following health and safety rules. Assists and supervises individual and groups of students in moving from place-to-place in an orderly manner, (i.e. home to school bus, school bus to classroom, classroom to restroom, lunch room, on playgrounds, school bus to home, on field trips and co-curricular activities).

When working with severely disabled students, may be required to assist students with certain medical and hygiene functions.

Must observe confidentiality. Must be discrete in responding to student behaviors whenever possible.

Remains up-to-date in the knowledge of IBI approaches through attendance at on-going in-service trainings, workshops and seminars sponsored by the District, Ventura County SELPA or other acceptable, approved agencies.

#### **OTHER DUTIES:**

Performs other related duties as assigned.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

Working knowledge of the principles and practices of age-appropriate child development and guidance applicable for an educational setting.

Basic knowledge of autism and other developmental disabilities.

Basic knowledge of the principles of applied behavior analysis and specific instruction methodologies such as, but not limited to, discrete trial teaching.

Working knowledge of the subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.

Basic knowledge of teaching and instruction methods.

Knowledge of document requirements for special education students and programs.

Knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications.

Well-developed human relation skills to work productively and cooperatively with teachers, students, and parents in formal and informal settings, to exercise extreme levels of patience when conveying information to students having difficulty with verbal and written communications, and demonstrate sensitivity to the special needs of students.

Basic instructional methods and techniques.  
Correct English usage, grammar, spelling, punctuation and vocabulary.  
Classroom procedures and appropriate student conduct.  
Interpersonal skills using tact, patience and courtesy.  
Operation of standard office and classroom equipment including a computer and assigned software.  
Record-keeping and filing techniques.

**ABILITY TO:**

Assist teaching staff with the implementation of instructional goals and activities, assessing the needs of individual students and developing instructional support techniques and materials to meet those needs.  
Work with students who have severe developmental delays and behavior problems.  
Apply principles of positive reinforcement, applied behavior analysis, and discrete trial teaching. Manage students who act out verbally and physically.  
Interact with teachers, parents, and specialists in order to carry out assigned duties.  
Oversee students, administer assignments and tests, and perform general clerical tasks.  
Work with and demonstrate sensitivity to a diverse population of students and parents.  
Relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.  
Establish and maintain cooperative and effective working relationships with others.  
Communicate effectively both orally and in writing.  
Observe health and safety regulations.  
Maintain records and files.  
Understand and follow oral and written instructions.  
Operate standard office and classroom equipment including a computer and assigned software.  
Maintain regular and consistent attendance.

**EDUCATION AND EXPERIENCE:**

Possession of a High School Diploma or a GED

AND

Complete at least 48 semester units of study at an institution of higher education (college level)

OR

Obtained an associate's (or higher) degree

OR

Met (pass) an assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics OR reading, writing, and mathematics readiness.

Experience working with students with exceptional needs, typically gained through three years or more of experience in an inclusion setting and/or pre-Kindergarten Special Day Class.

**LICENSES AND OTHER REQUIREMENTS:**

- A valid California driver's license.
- Completion of the VUSD or Ventura County SELPA Intensive Behavior Intervention (IBI) certification training (including successful completion of extended mentoring program), or equivalent training/certification.
- Completion of Non-Violent Crisis Prevention and Intervention (NCPI) training and yearly refresher courses to keep certification current; employees must fulfill certification requirement prior to completion of the six-month probationary period.
- Completion of the Ventura County SELPA Autism Certification Program *is recommended and preferred* for this classification (but not required).
- Some incumbents in this classification may be required to speak, read and write in a designated second language.

**WORKING CONDITIONS:****ENVIRONMENT:**

Classroom and outdoor environment.

**PHYSICAL DEMANDS:**

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.

Lifting and carrying heavy students as assigned by the position.

Reaching overhead, above the shoulders and horizontally.

Ability to respond and move quickly to assist students.

**HAZARDS:**

Exposure to bodily fluids, bloodborne pathogens and infectious diseases as assigned by the position.

Contact with dissatisfied or abusive individuals.

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*Approved by Personnel Commission:*

*06/18/2008*

*Revisions approved:*

*09/21/2016 (former title: Paraeducator – IBI)*

*Revisions approved:*

*09/12/2018*