

## BEHAVIORAL SUPPORT ASSISTANT

### DEFINITION

Under the direction of an assigned supervisor, support the classroom teacher and staff by reinforcing instruction to individuals or small groups, assist and support staff in observing, monitoring and collecting data on behaviors targeted for intervention; perform a variety of specialized learning techniques, communication strategies, and applied behavioral activities or techniques pertaining to the instruction of special and regular education students; assist in modeling the use of positive behavior supports and intervention techniques for other staff. The Behavioral Support Assistant is distinguished from other instructional classifications by the varying locations and sites at which work is performed, the special needs of the population served, emphasis on knowledge of methodologies including, but not limited to, Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Picture Communication Systems (PCS), and Professional Assault Crisis Training (Pro-ACT).

### ESSENTIAL DUTIES

- Monitor students for “triggers” that lead to escalation of negative behavioral issues and redirect students’ aggressive behavior according to established techniques and procedures
- Assist in shaping of student’s behavior and communication skills through the use of a picture communication system or positive reinforcement strategies
- Support and in demonstrating appropriate techniques for reinforcing and providing Positive Behavior Support instruction to individuals and small group of students
- Support Behavior Specialist and/or Behavioral Staff with managing caseload of 1:1 assistants and/or classroom assistants by assisting them in meeting IEP goals directly related to 1:1 services and/or individual goals on the IEP
- In conjunction with Behavior Specialist and/or Behavioral Staff, gather data regarding implementation of Behavior Support Plans
- Provide program input, demonstrate program procedures, and follow or implement program recommendations to staff
- Monitor student progress in identified areas; observe students and record appropriate data regarding academic and/or behavioral information
- Write appropriate progress notes for student being seen and communicate/report on data for the purpose of on-going behavior intervention service planning and review
- Maintain a productive daily schedule for the purpose of completing reports, observing behavioral and instruction activities and other duties
- Under the direction of the Behavior Specialist or Behavior Analyst/Interventionist, assists in the creation and/or training of staff in the production and use of visual classroom aids and assistive technology
- Participate in regularly scheduled collaboration meetings with Behavioral Staff and/or Behavior Specialist
- May attend a variety of trainings and workshops related to professional development
- Perform related duties as assigned

### QUALIFICATIONS

**Knowledge of:** Applied Behavior Analysis, Discrete Trial Methods, Picture Communication Systems, and other appropriate strategies and methods for shaping children’s behaviors; concepts taught in assault response training programs; characteristics of a variety of disabilities; child abuse reporting and related regulations; data collection and usage; report writing related to data collection; records management, storage and retrieval; oral and written communication skills; interpersonal skills including tact, patience and courtesy; operation of a computer and other standard office equipment.

**Ability to:** Learn the general needs and behavior of students with behavior challenges; assist Instructional Assistants and Teachers in the development and reinforcement of Positive Behavioral Supports; demonstrate to Instructional Assistants through modeling and/or shadowing techniques; present and demonstrate to staff in the use of behavioral techniques, educational materials, lessons, programs and

Rialto Unified School District

projects to students with varying degrees of behavioral impairment; observe and record behavior data, conduct probes, implement behavioral strategies and program modifications in accordance with a student's Individualized Education Program (IEP); work effectively with teachers, students, other staff and the general public; understand and accurately follow oral and written instructions; communicate effectively, orally and in writing. Establish rapport and meaningful relationships with referred students and classroom staff to reduce students' inappropriate behavior(s) in the classroom and elsewhere; Improve students' behavior, educational performance, and social relationships; Work with direct or indirect supervision; Respect and adhere to policies regarding the confidential nature and communication of pupil records and school reports; Work effectively and collaboratively with all team members; Remain flexible in a fast-paced and rapidly changing environment

### **PHYSICAL DEMANDS**

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Will frequently exert 10 to 50 pounds of force to lift, carry, push, pull or otherwise move objects
- Will sit, but may run, walk or stand for brief periods of time; will occasionally be required to bend, stoop, crouch, kneel, reach above shoulder level and/or to ascend/descend a step stool or step ladder
- Must possess the ability to hear and perceive the nature of sound
- Must possess visual acuity and depth perception
- Must be capable of providing written and oral information, both in person and over the telephone
- Must possess the manual dexterity to operate business-related equipment and to handle and work with various objects and materials
- Must be able to drive to and work at multiple sites on a daily basis

### **EXPERIENCE AND EDUCATION**

**Experience:** Two years of paid and/or volunteer experience in a position working with children with behavioral challenges. Previous experience in collecting data and writing short narrative reports highly desirable.

**Education:** Verification of a High School Diploma, a GED, or a higher degree.

**Certificate Requirement:** Possession of a valid California Motor Vehicle Operator's License. A first Aid certificate and a CPR certificate issued by the American Red Cross or American Heart Association is required at time of employment and must be kept current as a condition of continued employment.

**Condition of Employment:** Insurability by the District's liability insurance carrier may be required.