



RIALTO UNIFIED SCHOOL DISTRICT CLASSIFIED

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 approved District Crisis Management certification; perform other job-related duties as assigned and/or as required.

ESSENTIAL DUTIES:

- Monitor students for signs of escalation that lead to behavioral concerns and redirect students' maladaptive 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.
- Provide physical assistance to students getting off and on buses and other vehicles, wheelchairs, and other transportation devices used in and around classrooms, toilets, etc.
- Lift and carry students as required.
- May assist students with toileting, feeding, and hygiene needs.
- Support and demonstrate appropriate techniques for reinforcing and providing Positive Behavior Support instruction to individuals and small group of students.
- Reinforce curriculum and maintain on task behavior for students who receive special services.
- Support student needs (academic, mobility, social skills, independent living skills, vocational needs, etc.) in a variety of settings (classroom, community, etc.) through behavior management procedures.
- Collaborate with case carrier, Special Services support staff, and/or site administration, with managing maladaptive behaviors and providing behavior support for students.
- Report behaviors to the case carrier, Special Services support staff, and/or site administration
- In conjunction with case carrier, Special Services support staff, and or site administration, gather data regarding implementation of Behavior Intervention 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.
- Communicate student progress information with teacher, Special Services support staff, and/or site administration.

- Maintain a productive daily schedule for the purpose of completing reports, observing behavioral and instruction activities and other duties.
- Under the direction of the ABA Specialist and/or Behavior Program Manager, assist in the creation and/or training of staff in the production and use of visual classroom aids and assistive technology.
- Participate in regularly scheduled meetings with staff, ABA Specialists and/or Behavior Program Manager.
- May attend a variety of trainings and workshops related to professional development.
- Supervise students before school, during school events, after school, and off campus activities, including transportation.
- Perform other job-related duties as assigned and/or as required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Applied Behavior Analysis, Discrete Trial Training, Picture Communication Systems, and other appropriate strategies and methods for shaping student's behaviors.
- Concepts taught in crisis management 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 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.

EDUCATION AND EXPERIENCE:

EDUCATION:

Verification of a High School diploma, a GED certificate, or a higher degree

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.

LICENSES, CERTIFICATIONS AND OTHER REQUIREMENTS:

- Verification of a valid California Motor Vehicle Operator's License.
- A First Aid certificate and a CPR certificate issued by the American Red Cross is required at time of employment and must be kept current as a condition of continued employment.
- Obtain and maintain District approved Crisis Intervention System certification (e.g. PCM, Pro-ACT, CPI)
- Insurability by the District's liability insurance carrier may be required.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor/Outdoor Split. Fast Paced Work Environment. Adverse or Seasonal Weather

PHYSICAL ELEMENTS:

The physical requirements indicated below are examples of the physical aspects that the 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.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

POTENTIAL HAZARDS:

N/A

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