

BEHAVIORAL ASSISTANT

CLASSIFICATION: Classified

TITLE OF IMMEDIATE SUPERVISOR: Teacher

TITLE OF EVALUATOR: Teacher and/or Administrator

JOB SUMMARY: This position serves as support assistant to one or more special education students in various settings. The position may assist in the areas of behavior management, instructional assistance and medical/hygiene care.

Under general supervision the assistant assists teacher, coordinator, and/or specialists with the educational program for a student in special education, or a special program in the educational setting. Activities may take place in the classroom, the home or a community preschool setting. Reinforce learning concepts at the teacher's, coordinator's or specialist's direction; assist in the supervision of students' activities; perform various clerical duties, and other related duties as assigned.

ESSENTIAL DUTIES:

To perform this job successfully, the individual must be able to perform each essential duty satisfactorily. Reasonable accommodation may be made to individuals with disabilities to perform the essential functions

- Assists teachers in the conduct of lessons and other school/home activities
- Accompanies and supervises Full Inclusion/Assigned Behavior students as needed in the home, classroom, playground, private preschool, and with other school/home activities
- Performs specialized health and personal care procedures
- Operates audio visual equipment and adaptive devices
- Prepares instructional materials to include sensory motor activities and social studies
- Works with students individually or in small groups, to reinforce language and social skills
- Maintains confidential informal and operational records and files, including data collection
- Monitors individual progress of students and discusses problems and improvements with instructor
- Assists in the implementation of adaptive technology, adaptive PE, OT and speech programs
- Assists in the implementation of a behavior intervention plan using positive behavior methods
- Under the direction of certificated personnel, assists in various aspects of program implementation including making modifications for full inclusion students, classroom/home activities and the recording of information
- Facilitates student independence
- Performs coaching at vocational job sites as assigned by teacher
- Performs related duties as required

The position may require participation in a series of training sessions including the following topic titles:

- Autistic Spectrum Disorder Overview
- Communication Development & Teaching Strategies
- Sensory Integration
- Floor time Techniques
- Applied Behavioral Analysis and other skill acquisition techniques
- Positive Behavior Management
- Social Stories
- Picture Exchange Communication Systems (PECS)
- TEACCH Methods
- One year of experience performing duties of a comparable nature

KNOWLEDGE OF:

- Correct English usage including vocabulary, spelling, grammar, and punctuation
- Effective communication skills, both oral and written
- Principles, practices, and applications of subject matter
- Indoor/outdoor recreational activities suitable for handicapped students
- Safe work practices and proper lifting techniques
- Basic record keeping forms related to the special education program

EMPLOYMENT STANDARDS:

• **Training and Experience-** Experience working with students in a classroom setting. Knowledge of: behavior modification techniques and experience with positive behavior intervention; correct English usage including vocabulary, spelling, grammar and punctuation; principles, practices and applications of subject matter or discipline to which assigned; instructional principles and techniques used in improving student skills; general classroom procedures and rules of conduct; effective written and oral communication skills, methods and procedures of standard record keeping.

• **Abilities to work independently;** interact with, supervise and tutor students of varying learning abilities and styles; apply instructional principles for individuals; monitor progress and identify problem areas or areas of student learning progress; recognize and understand the needs of student; establish and maintain appropriate and cooperative working relationships with teachers, coordinators, specialists, parents, students and others contacted in the course of work; identify and use appropriate communication channels with school personnel; perform a variety of general clerical tasks; use computer at intermediate level.

• **Physical Effort/Working Environment-** Moderate to heavy physical effort; frequent standing, walking, bending and lifting. Speak and interact with student. Accompany student indoors and on campus. Interact with a student who may be aggressive, and/or have medical needs requiring lifting, feeding and toileting.

• **Licenses/Certification-** A valid Class 3 California driver's license and evidence of appropriate automobile insurance based on DMV regulations may be required.

• **Education-** Graduation from high school or equivalent, additional related college coursework desirable.

• **Required under No Child Left Behind Act of 2001** – One of the following:

- Completion of two years of higher education study (48 units), or
- A.A. or B.A. degree, or
- Passing a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness.

West Sonoma County Union High School District

Classified Salary Schedule

Range 24

Work Year: School Year (182 days)

Approved: August 12, 1999

Revised: 4/8/03; 1/21/04; 11/18/09