



LEAD INSTRUCTIONAL ASSISTANT-BEHAVIOR INTERVENTION

DEFINITION:

Under the supervision of the Autism Coordinator and with direction from the Behavior Specialist, leads and participates in a variety of complex applied behavioral and instructional support activities in an assigned classroom or other learning environment; trains and provides work direction to assigned personnel; assists instructional personnel in reinforcing instruction to individual or small groups of students; tutors individual or small groups of students; collects and maintains data on student behavior; performs a variety of clerical and supportive tasks for certificated instructional personnel; attends and participates in student progress meetings.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Other duties may be assigned.

- Leads and participates in a variety of complex applied behavioral and instructional support activities in an assigned classroom or other learning environment
- Provides and implements Applied Behavior Analysis (ABA) strategies to select students one on one and in small or large groups.
- Trains and provides work direction and guidance to assigned personnel including modeling, shadowing or subject-specific training.
- Provides individualized applied behavioral support to students with emotional disorders, learning disabilities, behavior disorders and related special education needs
- Assists instructional personnel with the development and presentation of learning materials and instructional exercises; assists with the implementation of lesson plans; may provide a variety of instructional and behavior assistance to individual students one-on-one in support of special instructional programs; assists in the implementation of Individual Education Plans (IEP).
- Tutors individual or small groups of students, reinforcing instruction as directed by the teacher; monitors and oversees student drills, practices and assignments in various subjects; assists students in completing classroom assignments, homework and projects.
- Performs a variety of clerical and supportive duties related to classroom activities such as preparing, typing, duplicating, filing and distributing instructional materials; maintains records, progress notes, charts, observation logs and student files.
- Observes and controls behavior of students in the classroom, lunch areas, library, playground and other learning environments according to approved procedures; reports progress regarding student performance and behavior.
- Collects data; records anecdotal student progress notes; summarize data for student progress reports.
- Redirects student behavior according to established techniques and procedures; provides positive behavior interventions.
- Implements behavioral strategies and program modifications in accordance with assigned students IEP's.
- Administers and scores various tests and assessments as directed; prepares reports and documentation.
- Assists students with performing and developing proper social behavior, personal hygiene and self-help skills including toileting students, changing diapers and soiled clothing as assigned by the position.
- Attends and participates in assigned meetings and staff development trainings.
- Operates a variety of classroom and office equipment including a calculator, copier, a computer and assigned software.
- Provides routine first aid to injured students according to established procedures as needed.
- Assures the health and safety of students by following established practices and procedures; maintains learning environment in a safe, orderly and clean manner.
- Communicates with teachers and certificated personnel to support students' needs and progress.

- Provides input for evaluation of Instructional Assistant-Behavior Intervention staff.
- Substitutes, relieves or serves as a back-up for absent Instructional Assistant-Behavioral Intervention staff.
- Performs related duties as assigned or required.

QUALIFICATIONS GUIDE**Knowledge of:**

- Behavior intervention modifications, techniques and strategies.
- Problems and concerns of students with emotional disorders, learning disabilities, behavior disorders and other special education needs.
- Principles of training and providing work direction to others.
- Behavior intervention plans, procedures and goals.
- Techniques used in controlling and motivating students.
- Child guidance principles and practices related to children with special learning needs.
- Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.
- Basic instructional methods and techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Applicable Educational laws, codes, regulations, policies and procedures related to position.
- Federal and State laws and regulations regarding special education and assigned duties.
- Data collection and record keeping methods.
- Operation of a variety of office/classroom equipment, a computer and assigned software.
- Techniques to motivate students and manage student behavior.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Community based instructional and behavioral support programs.
- Basic principles, goals and objectives of Individual Education Plans (IEP).
- Safe practices in classroom and playground activities.
- Operation of standard office and classroom equipment including a computer and assigned software.
- Oral and written communication skills.
- Basic record-keeping techniques.
- Basic first aid techniques.

Ability to:

- Lead and participate in a variety of complex applied behavioral and instructional support activities in an assigned classroom or other learning environment.
- Provide leadership and guidance to other staff members.
- Model appropriate behavior techniques to students.
- Train and provide work direction to assigned personnel.
- Assist with instruction and related activities in a classroom or assigned learning environment.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Perform a variety of clerical duties in support of classroom activities.
- Assist in the preparation of instructional materials and implementation of lesson plans.
- Assist students with math, reading and writing activities as assigned.
- Understand and follow oral and written directions.
- Establish and maintain cooperative and effective working relationships with others.
- Evaluate problems, issues and concerns, and recommend appropriate alternative solutions.
- Participate as member of a team supporting students' progress and behavior intervention plans.
- Assist students with self-help, personal hygiene and independent living skills as assigned.
- Communicate effectively both orally and in writing.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Maintain accurate records, observe, collect and record data regarding student behavior.

- Perform routine clerical work and basic arithmetic calculations.
- Demonstrate an understanding, patient, warm and receptive attitude toward children.
- Learn and utilize basic methods and procedures to be followed in instructional settings.
- Perform routine clerical work and basic arithmetic calculations.

EDUCATION/EXPERIENCE:

Any combination equivalent to: graduation from high school and some college level course work in child development, special education, psychology or related field and three years of experience working with school-aged children, including at least one year experience working with children with ASD (Autism Spectrum Disorders) in applied behavior analysis instruction.

LICENSES AND OTHER REQUIREMENTS:

- Successful passage of the District's Proficiency Test or have passed the CBEST.
- Valid First Aid/CPR certificate.
- Incumbents are required to participate in District professional development trainings and workshops in the area of Crisis Intervention Training and related behavior strategies and techniques during a probationary period.
- Successful completion of an approved Applied Behavior Analysis Instruction program.
- Training in a variety a variety of methodologies related to working with students with an ASD diagnosis is preferred.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials and monitor student activities.
- Reaching overhead and above shoulders to access materials.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing or pulling objects up to 50 pounds; occasional lifting, carrying, pushing or pulling heavy objects up 75 pounds with assistance.
- Bending at the waist, kneeling or crouching to assist students.
- Walking to and from designated locations.

WORK ENVIRONMENT:

Indoor/classroom/outdoor environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate. Hazards include:

- Contact with dissatisfied or abusive individuals.
- Potential for contact with blood, other body fluids and communicable diseases.

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