

## **BEHAVIOR SUPPORT ASSISTANT**

### **DEFINITION**

Under the supervision, performs a variety of activities in support of instructional programs to individual or small groups of severely handicapped students as described in the Individualized Education Plan (IEP); assists in developing and implementing behavior support plans; assists students in developing various self-help, social and community skills; assists students with essential life functions.

### **DISTINGUISHING CHARACTERISTICS**

Incumbents: implement individualized instructional program (such as discrete trial training, social skills development, behavior plan) according to the established IEP; prepare or assist in the preparation, adaptation or modification of instructional materials necessary for implementing the IEP; assure the health and safety of students by following health and safety practices and procedures; assist in maintaining a clean and orderly classroom environment; implement and model alternative communication intervention strategies; assist with social skill development techniques; prepare students for and assist students in mainstreamed classes according to established procedures; provide support for students who are fully included in regular education classes; attend trainings and workshops designed to increase knowledge base; participate in staff development programs as directed; gather, compile and prepare data for reports: keep anecdotal records and daily logs, as requested; perform related duties as assigned.

### **ESSENTIAL DUTIES**

Observes and records behavior patterns and develops appropriate techniques to reinforce acceptable behavior; monitors administration of student testing and scores tests as directed; assists instructional personnel with the development and presentation of learning materials and instructional exercises; tutors students individually or in small groups to reinforce and follow-up learning activity; provides feedback regarding student progress in the attainment of individualized goals; oversees and supervises students during classroom activities, in library and on field trips, recess and lunch breaks, and/or during play or physical exercise; maintains discipline in the absence of the teacher; assists in training for personal hygiene, taking care of personal needs, and developing basic self-sufficiencies; provides leadership and guidance; performs a variety of regular clerical duties, such as filing, typing, or duplicating materials; maintains student records, attendance and files; operates a variety of instructional media, computers, office machines and equipment; participates in district inservice programs.

### **OTHER DUTIES**

Maintains records of materials and equipment as directed; assists in identifying the learning needs of students, and confers with teacher about these needs; assists in instruction orally and in written form in English and a designated second language; provides an emotional and friendly attitude; assists in preparing displays and bulletin boards; assists in decorating classroom.

### **QUALIFICATIONS GUIDE**

#### **Knowledge of:**

- General concepts of child growth and development and child behavior characteristics.
- Techniques used in controlling, motivating, and tutoring students.
- English usage, punctuation, spelling, grammar, and math.
- General purposes and goals of public education.

**BEHAVIOR SUPPORT ASSISTANT**

- Specific subject area content as required in position assignment.
- Safe working methods and procedures.

**Ability to:**

- Learn and utilize basic methods and procedures to be followed in instructional setting and specialized health care as needed.
- Performs routine clerical work and basic arithmetical calculations.
- Understand and carry out oral and written instructions.
- Demonstrate proficiency in English and a designated second language, as needed, both orally and in writing.

**PHYSICAL DEMANDS AND WORKING CONDITIONS**

This position classification performs light work that involves sitting a portion of the time, may require lifting approximately fifty (50) pounds or more on occasion (e.g., lifting of students and equipment to implement toileting procedures or movement of students to/from wheelchair, stander, walker, etc.), pushing and/or pulling of objects, and walking and standing for extended periods.

Positions in this class require mobility to stand, stoop, reach and bend, and dexterity of hands to grasp and manipulate small objects.

This position may directly involve diapering and toileting of students. It may also involve the provision of specialized health care services such as providing specialized medical care (tube feeding, catheterization, glucose monitoring and injections) under direct/indirect supervision/training of the school nurse. A stipend may be paid for performance of specialized medical care procedures.

This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

**TRAINING AND EXPERIENCE**

Graduation from high school. Any combination of experience and training and/or education equivalent to one year of experience in behavior support and instructional methodologies. Completion of post high school courses in psychology, early childhood development, elementary education, special education or related field is desirable. Incumbents are encouraged to participate in courses, seminars, and workshops in the area of instructional services, health care services, psychology, or guidance.

**OTHER REQUIREMENTS**

- Incumbents are designated as “Child Care Custodians.” (Penal Code 11165.5)
- Sign language may be required in some positions. CPR training is desirable.
- If desired, must be proficient in English and a designated second language.

Board Approval: October 28, 2004