



**CLASSIFIED  
Job Class Description**

Equal Employment  
Opportunity

**INSTRUCTIONAL ASSISTANT III – BEHAVIOR INTERVENTION**

<p><b>DEPARTMENT/SITE: SCHOOL SITE</b></p>	<p><b>SALARY SCHEDULE:</b> Classified Salary Schedule (Group 1/Group 15) <b>LEVEL:</b> Range 42 <b>WORK YEAR:</b> 10 Months</p>
<p><b>REPORTS TO: DEPARTMENT DIRECTOR OR EXECUTIVE DIRECTOR</b></p>	<p><b><u>DATE CURRENT JOB DESCRIPTION APPROVED:</u></b> Board of Trustees effective:.....August 12, 2021</p>

**JOB GOAL/PURPOSE:**

Under direct supervision of an assigned Department Director or Executive Director and the general supervision of the Behavior Specialist, to assist teachers in the supervision and instruction of special education students to implement intensive behavior intervention programs for identified special education students. The incumbents in this classification provide the school community with behavioral support services which directly support student learning.

**DISTINGUISHING CHARACTERISTICS**

This class is distinguished from other Instructional Assistant jobs by the following characteristics: The Instructional Assistant III - Behavior Intervention is responsible for providing behavioral support/strategies/techniques leading to academic support (access curriculum) to students with significant aggressive and/or other behavioral difficulties

**ESSENTIAL FUNCTIONS, TASKS AND DUTIES:**

- Follow Behavior Specialist plans and assist in preparation of plans or develop own plans based on teacher’s direction and explanation of student’s physical and/or educational needs.
- Under direct and/or indirect supervision, provide individual and group instruction and/or intensive behavior intervention in the school; monitor and provide information on student progress.
- Perform specialized instructional assistance in areas of related service including, but not limited to: adaptive physical education, speech and language, and/or occupational therapy.
- Assist in identifying students needing remedial instruction in movement skills and providing activities for improvement of skills in body image, spatial awareness balance, locomotion, strength and agility.
- Assist students with personal hygiene and in developing self-help grooming skills as appropriate, including, but not limited to: eating, washing, oral care, toileting and changing diapers as needed.
- Collect student data and record anecdotal student progress notes, create individualized data sheets; graph data; input student information into reports and Individualized Educational Plans (IEPs); maintain and organize program notebooks, and implement behavior modifications.

- Assist teacher with carrying out and assessing IEPs for students.
- Provide one-to-one Applied Behavior Analysis (ABA) including Discrete Trial Training (DTT) to designated students.
- Assist in creating and/or presenting staff trainings to Special Education Assistants District-wide.
- Create alternative learning environments for students' individualized learning needs.
- Train assistants and teachers while working in real time with the student; model for staff on how to correctly implement behavioral techniques and strategies; provide feedback of correct teaching strategies, behavioral techniques and systems.
- Supervise safe use of playground equipment for the purpose of providing a safe & healthy environment for students. Set up work areas and prepare materials for instructional use; maintain learning environment in a safe and orderly condition.
- Perform routine clerical tasks related to classroom record keeping and instructional material preparation.
- Supervise students at lunch, on the playground, and on study trips when appropriate.
- Attend a variety of meetings, workshops, and District-established training sessions in-service trainings to maintain current knowledge of special education practices.
- Develop methods to explain or demonstrate the information to students; prepare teaching aides.
- Demonstrate positive, respectful and age-appropriate interactions with students across all school settings as demonstrated by positive tone of voice and pointing out successes of students.
- Teach problem solving by mediating conflict resolutions.
- Administer first aid for the purpose of providing emergency care.
- Resolve conflicts & disputes for the purpose of maintaining orderly conduct.
- Perform other functions, duties and tasks related to this class as assigned.

### **JOB QUALIFICATIONS /REQUIREMENTS:**

*(At time of application.)*

#### **Knowledge of:**

- Basic techniques and methods of effective instruction with students
- Basic computer skills
- Special characteristics of students with autism
- Basic child development principles and practices
- Applied Behavior Analysis (ABA); Discrete Trial Training (DTT)
- Principles and techniques of discipline and behavior modification
- Use of specialized equipment and assistive technology
- First Aid and CPR procedures
- General purpose and goals of public education, specifically as it relates to special education
- Specific subject and content as required by job assignment
- Typing, filing, and other general clerical skills

#### **Skills:**

- Correct English usage, grammar, spelling, punctuation and vocabulary
- Read, write and understand the English language
- Perform mathematical computations accurately

#### **Ability to:**

- Develop and maintain collegial relationships with staff

- Follow safety procedures and understand and carry out written & verbal instructions
- Work effectively with staff, students, and public
- Provide patient, sensitive, gentle and tactful assistance to students and parents
- Observe and manage behavior of students according to approved procedures
- Work independently with minimal direction
- Organize tasks and set priorities
- Maintain work pace
- Perform repetitive & varied tasks
- Communicate effectively both orally and in writing
- Operate a variety of office and instructional equipment including a computer and assigned software
- Maintain confidentiality of sensitive and privileged information
- Demonstrate problem-solving skills and determine appropriate action within clearly defined guidelines
- Understand and work within scope of authority
- Observe health and safety regulations
- Obtain and maintain a valid First Aid Certificate and CPR Certificate
- Drive a vehicle to conduct work
- Establish and maintain effective relationships with those contacted in the course of work
- Respond appropriately to evaluation and changes in the work setting
- Understand the basic concepts of child growth and development and possess a genuine liking of students
- Manage multiple tasks
- Project a mature, constructive, stable and positive attitude in learning environment
- Learn pertinent procedures and functions quickly and apply them without close and immediate supervision
- Maintain confidentiality and positive attitude at all times
- Respect confidential nature of pupil records and school reports

**EDUCATION REQUIRED:**

High school diploma or the equivalent.

Two years of college (48 units), **or**

A.A. degree (or higher), **or**

Pass a local assessment of knowledge and skills in assisting in instruction.

**EXPERIENCE REQUIRED:**

Six months previous experience working with children with autism or any other combination of training and experience that could likely provide the desired knowledge and abilities. Incumbents will be encouraged to participate in courses, seminars, and workshops in the area of autism and intensive behavior intervention.

**LICENSE(S) REQUIRED:**

- Possession of a valid California driver's license and remain insurable at the District's standard insurance market rate. Current DMV report.

**CERTIFICATIONS AND TESTING REQUIRED:**

- Must possess and maintain current First Aid and CPR certification.
- Pass the District's applicable proficiency exam (e.g., written test, oral interview and/or work sample) for the job class with a satisfactory score.

- After offer of employment, obtain:
  - Criminal Justice and FBI Fingerprint Clearance
  - Negative pre-employment drug screen test at District's expense
  - Pre-employment physical exam at District's expense
  - Negative TB test result plus periodic post-employment retest as required (currently every four years)

**WORK ENVIRONMENT/PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Indoor classrooms, outdoor school yard & grounds, student's homes, and community
- Lift, repeatedly push, continuously pull, continually run, carry and drag up to 75 pounds
- Walk, stand, continuous bending, stooping, reaching, twisting
- Sit, look down, turn neck; Squat, kneel, climb stairs
- Grasp/manipulate materials, equipment, and supplies (frequently)
- Use seeing, hearing & speaking
- Ability to apply appropriate techniques to mitigate the threat of harming self or others, which could involve evading, blocking and restraining
- Potential for contact with bloodborne pathogens and communicable diseases
- Exposure to student and playground noise (moderate), seasonal temperatures, dust and wind