

**CARMEL UNIFIED SCHOOL DISTRICT  
JOB DESCRIPTION - CLASSIFIED**

**POSITION: BEHAVIOR INTERVENTION ASSISTANT**

**RANGE: 14**

A. PRIMARY FUNCTION

Under the supervision of the Director of Special Education with guidance from the Behavior Intervention Specialist, and/or, school psychologist and as a member of a behavioral intervention team provide a variety of individualized positive behavior strategies. Support and serve students who require individualized and intensive positive behavior support (PBS) in a variety of settings; provide directed learning experiences; perform clerical duties; supervise students; perform related work as required; provide services in both general education and special education settings.

B. ESSENTIAL FUNCTIONS/EXAMPLES OF DUTIES

Duties may include, but are not limited to the following:

1. Establish positive rapport and meaningful relationships with referred students to reduce maladaptive behaviors and improve behavior, educational performance, and social relationships.
2. Work at multiple sites with a variety of students, staff, and administration.
3. Learn and apply PBS techniques with a variety of individuals of varying ages
4. Support instruction of individuals or small groups of students with intensive behavioral, and/or, social/emotional needs.
5. Work with students who require intensive positive behavioral intervention.
6. Administer intensive PBS in both the general education and special education setting.
7. Assist certificated and classified staff with the implementation of PBS.
8. Provide input during the development of behavior intervention plans and follows and implements behavior intervention plans.
9. Monitor, observe, collect data, and report behavioral data of students according to approved procedures in order to assist the team in making decisions to develop, revise, or maintain the behavior intervention plans.
10. Implement and reinforce behavioral supports planned by the specialist team and ensure that routine behavioral supports are delivered appropriately.
11. Regularly participate in a variety of meetings and/or staff development programs.
12. Assist students by modeling appropriate behavior and a positive, friendly demeanor.
13. Accompany certificated staff and students on field trips or other off-campus events.
14. Communicate with teachers and assigned staff regarding student progress.
15. As necessary, assist students with arrival and departure from school, at assemblies or other school events, and in specialized classrooms such as science, music, and PE.
16. Assist students with washing, eating, toileting, or other personal care needs.
17. Assist students in learning personal hygiene and in developing self-sufficiency and self-control.
18. As necessary, assist staff in utilizing prescribed emergency behavior interventions and reporting procedures.

C. QUALIFICATIONS

Behavior Intervention Assistants may be assigned to pre-school, kindergarten or primary classes, middle school, high school, or special classes; duties vary depending on the grade level assigned. The ability to speak both English and Spanish may be a requirement for some of the positions.

1. Knowledge of:
  - a. ABA procedures, social skills training, implementation of behavior support plans and behavior intervention plans
  - b. Characteristics of a range of disabilities including but not limited to autism, traumatic brain injury and emotional disturbance.
  - c. Student guidance principles and practices, especially as related to special needs students.
  - d. Data collection, graphical representation, and report writing methodologies.
  - e. Positive behavioral intervention supports and strategies.
  - f. Modern office methods utilizing computer technology and assigned software.
  
2. Ability to:
  - a. Maintain confidentiality of student and family information.
  - b. Establish and maintain cooperative and effective working relationships.
  - c. Demonstrate a patient understanding and calm attitude towards students with significant behavioral challenges.
  - d. Display tact, patience and courtesy when working with students, staff, and parents.
  - e. Understand and carry out oral and written directions.
  - f. Prepare clear and concise reports.
  - g. Learn, interpret, apply and explain policies and procedures.
  - h. Physically implement emergency behavior interventions as trained.
  - i. Follow procedures for handling contact with blood borne pathogens and/or bodily fluids.
  - j. With training, implement protocols for handling dissatisfied or abusive children, including exposure to profanity, obscene language, hitting, slapping, scratching, punching, pushing, and biting.

D. EDUCATION, TRAINING, AND OTHER REQUIREMENTS

- a. Two (2) years of study in an institution of higher learning, or an Associate's Degree in a related field, such as psychology or child development preferred.
- b. Behavior Technician certification preferred.
- c. Two years of directly related experience working with children with behavioral or other disabilities preferred.
- d. Possession of valid First Aid and CPR Certificates.
- e. Possession of a valid California Driver's License and proof of current and appropriate auto insurance coverage.
- f. Possession of a personal vehicle in good working conditions to travel between sites.

E. PHYSICAL REQUIREMENTS

Incorporated within one or more of the essential functions of this position are the following essential physical requirements:

1. Dexterity and physical strength sufficient to implement restraint and personal protective actions and techniques.
2. Ability to sit, stand, and circulate for extended periods of time.
3. Ability to bend, stoop, squat, kneel, push, pull, climb stairs, and twist.
4. Ability to grasp and manipulate materials, equipment/supplies, and frequently complete repetitive hand movements within close reach such as files, keyboard, and/or writing.
5. Ability to lift, carry, push, pull up to 25 lbs. on a regular basis and up to 75 lbs. occasionally for short periods of time.

6. Ability to reach in all directions, including above head level.
7. Ability to see for purposes of reading correspondence, documents and other printed matter and to observe students.
8. Ability to hear and understand speech at normal levels in person and/or on the telephone.
9. Ability to communicate so others will be able to clearly understand a normal conversation in person and/or on the telephone.

F. WORKING CONDITIONS

School classroom, playground, and office working environments subject to sitting at a desk or on the floor for long periods of time; standing, walking, running, bending, crouching, kneeling, twisting to assist students from ground to standing level; pushing/pulling and reaching in all directions; working at a computer and/or telephone for prolonged periods of time.

Approved: 10/24/18