

LEAD DTT/ABA - INSTRUCTIONAL ASSISTANT

DEFINITION:

Under the daily direction of a certificated Special Education Teacher experienced in Autism and the general supervision of the Special Education Coordinator or designee, demonstrates and/or instructs Discrete Trial Therapy (DTT) methods; trains and coaches other Instructional Assistant - ABA=s; updates ABA student logbooks; observes drills being conducted, conducts probes and implements behavioral strategies and program modifications in accord with the student=s Individual Education Program (IEP); performs related work as is necessary and required.

CLASS CHARACTERISTICS:

This class is distinguished from other classes in the Instructional Series by being assigned to work with and/or provide leadership, training to other ABA staff working with students having severe behavior and/or learning challenges. Incumbents are expected to assist Special Education teachers who supervise the DTT/ABA employees working with assigned students to achieve educational and/or daily living skill goals as established by the teacher to implement the student=s IEP.

EXAMPLES OF DUTIES:

Assists certificated staff in scheduling tutoring hours and appointments of ABA employees to provide Discrete Trial Therapy and Applied Behavior Analysis to students diagnosed with autism and related disorders in primary, off-site school, or home settings; ***E***

Assists certificated staff in coordinating the work of Special Education and ABA Aides providing one-on-one service to students with autism and related disorders; ***E***

Assists Special Education and ABA Aides in development and reinforcement of Discrete Trial Therapy, providing demonstration and instruction to less experienced aides through modeling and/or shadowing techniques; ***E***

Observes and/or administers drills and conducts probes to implement behavioral strategies and program modifications in accord with the student=s IEP, reports on and provides input to certificated staff regarding student=s performance, behavior and progress; ***E***

Conducts specific behavioral therapy with student(s), prepares program summaries and reports to/consults with program supervisor on modifications and behavioral strategies; ***E***

When required works with specific student(s) to implement ABA needs of the student=s IEP and implement program modifications; ***E***

Assists students in focusing on assigned learning and functional tasks, according to each student=s therapy plan and IEP; ***E***

Attends meetings and/or clinics regarding student(s) progress; ***E***

E denotes an essential function of the job.

Participates in on-going training programs with District employees, West Orange County Consortium for Special Education (WOCCSE) staff or members of the Strategies for the Utilization of Comprehensive Strategies for Ensuring Student Success (SUCSESS) team; *E*

Updates, maintains and organizes student program notebooks as necessary; *E*

Collects data, prepares summary, and records anecdotal therapy notes;

May oversee students during class, tutoring, playground, eating activities, during fire and earthquake emergencies and preparedness drills;

May assist children in communication and social activities;

May assist in transferring children to and from buses, special equipment, classrooms, and events;

May assist and supervise others in the toilet training, toileting, diapering, dressing, cleaning, feeding, lifting of students as necessary;

Operates, removes, replaces special equipment, devices, orthopedic braces, wheelchairs, monitoring cleanliness and functionability of such apparatus;

Assists in maintaining a disciplined, neat, orderly and attractive learning environment;

Administers first aid, CPR as necessary;

May be required to travel to various sites including student homes to observe and/or to deliver services.

SUPERVISION:

General supervision is received from the Special Education Coordinator or designee. Daily direction is provided by a certificated Special Education Teacher.

Supervision is not exercised over other employees. However, leadership and/or guidance is provided to Special Education, Severely Disabled, and ABA Instructional Assistants as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

General needs and behavior of children diagnosed with autism and related disorders, including an understanding of the children=s unique learning needs, Discrete Trial Therapy (DTT) and Applied Behavior Analysis (ABA) training methods;

Basic math, grammar, spelling, language and reading;

General methods and practices of training;

Interpersonal relations skills using tact, patience, and courtesy;

Record keeping systems and methods;

Modern office equipment and procedures;

Safe lifting techniques for single, paired and multiple lifts;

Safe working practices and cleaning methods used in working with the severely disabled;

CPR and First Aid techniques and practices.

Ability to:

Model and train others in the use of behavior management techniques and application of Discrete Trial Therapy;
Learn and apply District and school policies and procedures;
Manage student behavior, deliver therapy;
Understand and carry out oral and written instructions and follow the directions of supervisor(s) and IEPs;
Establish and maintain effective working relationships;
Establish and maintain effective relationships with adults and children;
Communicate clearly and constructively with students, parents and staff;
Determine and retain privileged communications;
Establish and maintain records and schedules;
Use time effectively and efficiently;
React appropriately in emergency medical situations;
Use the safe lifting procedures and techniques provided in training;
Be dependable and punctual.

EDUCATION AND EXPERIENCE:

Graduation from high school or equivalent, pass the Instructional Assistant Competency Examination and successful completion of WOCCE Discrete Trial Level II Training. Substantial (one to two years) previous experience working with severely disabled students, at least 6 months (19 hrs/wk) of administering Discrete Trial Therapy to students at various stages of therapy and knowledge of applied behavior analysis methodology is required.

LICENSE REQUIRED:

Valid, current CPR and First Aid Certificates;
Certification/verification of successful completion of required DTT/ABA Level I & II training;
Possession of a valid and appropriate California Driver License.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT:

Requires frequent standing, sitting, bending, stooping, kneeling; occasionally climbs stools or step ladders and reaches over head. Performs heavy work with frequent lifting, carrying, pushing objects/students weighing up to 50 pounds. Uses fingers on both hands; frequently twists wrists/hands when manipulating materials. Requires rapid mental and muscular coordination. Visual acuity sufficient to see and observe student activities and behavior; speech and vocal capacity sufficient to be heard by students in a noisy environment; hearing sufficient to be able to know when a student is having difficulty or is being disruptive. The working environment is both in and out-of-doors exposed to sunlight, wind and weather elements found in a Southern California beach community. Frequently immerses hands in soapy water and wears latex/vinyl gloves; is frequently exposed to minor and on occasion to severe contagions including blood borne pathogens and illnesses; has constant direct contact with disabled students and frequent contact with students, staff and the public, occasionally in difficult interpersonal situations. Employment contingent upon passing a physical and back evaluation test.

Classification adopted by Personnel Commission 10/14/04
Revisions effective 7/14/05