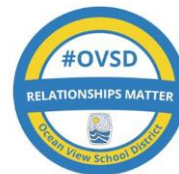




OCEAN VIEW SCHOOL DISTRICT
Personnel Commission



Committed to ensuring a dynamic and collaborative learning community that prepares students for lifelong success!

Lead Behavior Instructional Assistant

JOB SUMMARY

Under the direction of Special Education certificated staff and the general supervision of the Executive Director, Special Education and/or site administrator, the Lead Behavior Instructional Assistant demonstrates and/or instructs in Applied Behavioral Analysis (ABA) methods, gathers and charts data related to student behavior, models behavior intervention strategies, and assists classroom staff and instructional support staff in the implementation of individual student's Behavior Intervention Plans (BIP).

CLASS CHARACTERISTICS

This class is distinguished from other classes in the Instructional Series by being assigned to work with and/or provide leadership, training, and support to staff working with students who have behavior and/or learning difficulties. Incumbents are expected to assist Special Education certificated staff who supervise employees who work with students who have behavioral needs in implementing the Individual Education Plan (IEP). Lead Aides may be required to travel between more than one school site a day.

REPRESENTATIVE DUTIES

The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

Essential Duties:

- Assist aides in the development and implementation of reinforcement methods and training, provide demonstration and instruction to less experienced aides through modeling and/or shadowing techniques;
- Model and provide training to classified staff in the area of Applied Behavior Analysis;
- Model and collaborate with certificated staff in the implementation of Applied Behavior Analysis;
- Serve as a support and direct resource for certificated and classified staff by providing specific behavioral services and guidance for effective behavioral student management;
- Assist with crisis situations by following crisis intervention procedures as set forth by the West Orange County Consortium for Special Education;
- Collaborate with special education team on conducting Functional Behavior Assessments and implementing Behavior Support Plans, implement program modifications as needed;

- Assist with the development of materials and reinforcement of behaviors according to the student IEP;
- Collect and record data on students, accurately describing interventions, techniques, strategies, responses, and progress;
- Report and provide input to certificated staff regarding student performance, behavior and progress;
- As required, conduct specific behavioral therapy with students one-on-one or in groups using behavior intervention plans;
- May assist children in communication and social activities; work with children in their development of psycho-motor, self-help and social skills;
- Use positive reinforcement to assist students in their development and behavior; identify appropriate replacement behaviors, guidance and strategies needed to further enhance student development;
- Collect data, prepare summary, and record anecdotal therapy notes of student's progress in targeted behavioral areas;
- Attend staff meetings and trainings as required;
- Attend meetings regarding student(s) progress;
- Participate in on-going training programs with District employees, West Orange County Consortium for Special Education (WOCCSE) staff.

Other Related Duties:

- May oversee students during class, tutoring, playground, eating activities, during fire and earthquake emergencies and preparedness drills; 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;
- Operate, remove, and replace special equipment, devices, orthopedic braces, wheelchairs, while monitoring cleanliness and functionality of such apparatus;
- Assist in maintaining a disciplined, neat, orderly and attractive learning environment;
- Administer basic first aid or CPR as needed, perform other health and safety related functions; notify appropriate personnel of health related issues as necessary.

SUPERVISION

General supervision is received from the Executive Director, Special Education, and site administrator or designee. Direction is provided by Special Education certificated staff.

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;
- Child guidance principles and practices as they relate to students with learning disabilities;
- Record keeping systems and methods;
- Modern office methods, procedures, terms, and equipment, including a working knowledge of the use of personal computers, word processing, spreadsheet, database, email and internet computer applications;
- 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 including: methods, practices and terminology used in applied behavior analysis;
- Learn and apply District and school policies and procedures;
- Provide direction and work guidance to others;
- Effectively use behavior management techniques and deliver therapy;
- Utilize a variety of instructional materials and procedures to enhance a positive educational environment;
- Oversee and discipline students in accordance with approved policies and procedures;
- Exercise flexibility, patience and sensitivity;
- Work independently, understand and carry out instructions;
- Communicate effectively with a wide variety of audiences both orally and in writing, demonstrating poise, patience, sensitivity and understanding;
- Operate various office equipment, including data and word processing equipment and software programs;
- Maintain confidentiality in all communications, including with parents, staff and students;
- Establish and maintain records and schedules;
- React appropriately in emergency medical situations;
- Use the safe lifting procedures and techniques provided in training;
- Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities and sexual orientation of students, parents, teachers, administration, and staff;
- Establish and maintain effective interpersonal relationships using tact, patience, courtesy and respect.

EMPLOYMENT STANDARDS

Education:

- High School Diploma or equivalent;
- Passing the Instructional Assistant Competency Examination;
- Some post-secondary education in child development or early childhood education is desirable.

Experience:

- Two years of experience working with severely disabled students;
- At least 6 months experience administering Discrete Trial Therapy to students at various stages of therapy and knowledge of Applied Behavior Analysis methodology.

LICENSES REQUIRED

- Possess and maintain valid, current CPR and First Aid Certificates;
- Certification/verification of successful completion of required DTT/ABA training;
- Successfully complete Pro-Act Training within 3 months of hire;
- Possession of a valid and appropriate California Driver License.

All the above licenses and certificates must be maintained as a condition of continued employment.

PHYSICAL DEMANDS, WORKING ENVIRONMENT AND HAZARDS

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

Physical Demands:

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. Employment contingent upon passing a physical and back evaluation test.

Work Environment:

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.

SALARY RANGE

Salary Range 31

Classified Bargaining Unit Salary Schedule

New classification approved and adopted by Personnel Commission 3/11/21