



OCEAN VIEW SCHOOL DISTRICT
Personnel Commission



LEAD BEHAVIOR INTERVENTION ASSISTANT

JOB SUMMARY:

Under the general supervision of the Director, Special Education and direction of the District Lead Psychologist, and with support of the Program Specialists, the Lead Behavior Intervention Assistant is involved in direct student services by providing behavioral support to students and staff as planned by the District staff and West Orange County Consortium for Special Education (WOCCSE) Behavioral Support Team (BST).

CLASS CHARACTERISTICS:

This class is distinguished from other classes in the Instructional Series by being assigned to work with and/or provide leadership to staff working with students needing behavioral support. The primary areas of responsibility are to provide support, monitoring, and training using behavior management techniques, intervention strategies, and skill building for students with behavioral challenges. The incumbent will provide services throughout the District and in a variety of environments. Incumbents will be required to travel between more than one school site.

REPRESENTATIVE DUTIES (*E denotes an essential function of the job*):

Serve as a support and direct resource for certificated and classified staff by providing specific behavioral services and guidance for effective behavioral student management; *E*

Assist with crisis situations by following crisis intervention procedures as set forth by the West Orange County Consortium for Special Education; *E*

Problem solve with students through coaching and mentoring; *E*

Work in collaboration with certificated and classified staff to promote an effective learning atmosphere for all students; *E*

Collaborate with special education team on conducting Functional Behavior Assessments and implementing Behavior Support Plans, implement program modifications as needed; *E*

Assist with the development of materials and reinforcement of behaviors according to the student IEP; *E*

Collect and record data on students, accurately describing interventions, techniques, strategies, responses, and progress; *E*

Assist in training staff and parents in specialized instructional strategies and techniques being used in behavior intervention; *E*

Attend meetings regarding student(s) progress; *E*

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

Update and maintain student records as necessary;

Administer basic first aid or CPR as needed, perform other health and safety related functions; notify appropriate personnel of health related issues as necessary;

Perform other duties as required to accomplish the objectives of the position.

SUPERVISION:

General supervision is received from Director, Special Education or designee. Direction is provided by the District Lead Psychologist.

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

MINIMUM QUALIFICATION:

Knowledge of:

- Basic concepts of child growth and development, including behavior characteristics, particularly pertaining to students with special learning needs;
- Behavior management strategies and techniques relating to students experiencing behavior difficulties;
- Basic understanding of the function of behavior, replacement behaviors, autism and emotional disturbance;
- Appropriate safety and health procedures and precautions;
- Positive behavioral interventions;
- Applied Behavior Analysis/Discreet Trial Training;
- Basic academic skills;
- Crisis intervention;
- Basic mathematics and science, English usage including reading, grammar, spelling, and punctuation;
- 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;
- Record keeping systems and methods.

Ability to:

- Model, coach and provide training to staff and students;
- Learn and apply District and school policies and procedures;
- Work and communicate effectively with other adults in the school setting;
- Work effectively without close supervision;
- Calmly collaborate during crisis situations and identify and analyze sensitive situations with a safety focus;
- Effectively communicate both orally and in writing;
- Maintain confidentiality regarding students, families, and specifics of programming;
- Demonstrate close attention to details;
- Operate various office equipment, including data and word processing equipment and software programs;
- Establish and maintain accurate records;
- Provide basic First Aid and CPR;
- 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 (2) years of experience working with students including those in preschool to 8th grade who have social and behavioral needs.
- Experience working with students with severe behavioral needs is desirable.

LICENSES REQUIRED:

Valid and current CPR and First Aid certificates;

Certification/verification of successful completion of required ABA/DTT training;

Within probation period employee is required to successfully complete Pro-Act Training;

Possession of a valid and appropriate California Driver License;

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

PHYSICAL DEMANDS, WORKING ENVIRONMENT AND HAZARDS:

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. Possible exposure to communicable diseases. Possible exposure to verbal and/or physical assaultive student behavior. Employment contingent upon passing a physical and back evaluation test. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Proposed new classification 2/13/14

Job Description Review and Revisions Effective: 8/13/15