JOB DESCRIPTION
Grossmont Union High School District

BEHAVIOR INTERVENTION ASSISTANT

Purpose Statement:

The job of Behavior Intervention Assistant is done for the purpose/s of providing implementation and modeling of research based interventions (specific to Autism Spectrum Disorders and other language and behavior related disorders/disabilities) according to established Individual Education Plans (IEP) for the purpose of supporting district staff and assisting students in achieving their academic, social, emotional and behavioral goals.

This job reports to Principal or Designee

Essential Functions

- Adapts classroom activities, assignments and/or materials under the direction of the teacher for the purpose of providing an opportunity for all special education students to participate in classroom activities.
- Assists in developing, implementing, and modeling behavior and instructional support plans for the purpose of meeting individual student needs and reinforcing learning activities.
- Assists in the preparation and adaptation of instructional materials for the purpose of providing activities and materials that facilitate student learning and performance.
- Assists in training of staff, parents, and pupils in specialized instructional strategies and techniques being implemented for the purpose of sharing information and techniques used in behavior intervention.
- Assists with data collection and assessments for behavior support services for the purpose of monitoring and reporting progress with identified goals.
- Implements and models alternative communication intervention strategies for the purpose of teaching students to communicate effectively.
- Implements and models social skill development techniques, including social stories, peer facilitation and peer training for the purpose of assisting students in achieving academic, social, emotional and behavioral goals.
- Implements behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of assisting in meeting special education students needs and providing a consistent environment.
- Monitors and records data on academic and/or behavioral information for the purpose of measuring student progress in identified areas.
- Monitors student progress in identified areas for the purpose of recording appropriate data regarding academic and/or behavioral information.
- Participates in staff development programs as directed for the purpose of learning new skills relevant to working with students with disabilities and/or peers.
- Reports observations and incidents relating to specific students (e.g. fights, inappropriate social behavior, etc.) for the purpose of providing documentation and/or communicating information to appropriate personnel.
- Supervises pupils at assemblies and on field trips, in the lunch or recess areas, halls and grounds for the purpose of maximizing their independence and assimilation within the school environment.
- Travels to school sites as required for the purpose of performing services at varied sites.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: experience and/or education equivalent to one year of experience in behavior support autism and instructional methodologies.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge required to satisfactorily perform the functions of the job includes: Instructional methodologies and tutorial procedures and practices for students with pervasive developmental disorders; data collection strategies; behavioral principles and social interaction facilitation.

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize a variety of job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is moderate. Specific abilities required to satisfactorily perform the functions of the job include: Learn structured teaching principles; understand and explain the impact of pervasive developmental disorders on learning; assist in developing and implementing behavioral support plans and instructional methodologies; train staff, parents, and pupils in specialized instructional strategies and techniques; prepare and adapt materials to enhance student performance; collect and maintain data; communicate effectively orally and in writing; demonstrate interest in the instructional program; work harmoniously with the public, pupils, and staff.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed under minimal temperature variations and some hazardous conditions.

Experience Job related experience is required.

Education Targeted job related education that meets organization's prerequisite requirements.

Required Testing

As required for position

Certificates & Licenses

48 college credits, hours or an AA degree, or be able to demonstrate college level skills by passing a proficiency exam. Valid CA dirver's license, evidence of insurability, and availability of personal transportation.

Continuing Educ. / Training

None Specified

Clearances

Criminal Justice Fingerprint/Background Clearance
TB Clearance
Making Right Choices (MRC)

FLSA Status	Approval Date	Salary Grade
Non Exempt	9/12/2011	Unit II 35