

SPECIAL EDUCATION BEHAVIOR ASSISTANT
REVISED

DEFINITION

Under general supervision, provide specialized behavioral support and assistance in meeting the needs of students with disabilities; provide support in the form of consultation, coaching, one-to-one and group presentations, classroom support, and information for effective behavioral strategies for general educators, special education teachers, and other personnel who provide instructional services to students with disabilities; and perform other related work as required.

ESSENTIAL FUNCTIONS

Assist with the development and maintenance of special education instructional programs to meet federal and state mandates; provide consultation and behavioral support to address the needs of special education students; facilitate behavioral services for special education students receiving mental health services; provide technical assistance and training to staff and families concerning behavior needs and available mental health and behavioral resources; analyze behavior from a functional perspective that conforms to the IDEA federal regulations and addresses mental health and behavior, including functional analysis and functional behavior assessments that promote daily positive interventions; conduct direct behavior analyses of students leading to and including development of behavior goals, behavior contracts, behavior intervention plans, functional behavioral analysis assessments and positive behavioral intervention plans (BIP); collect and analyze data; provide general support to sites in behavioral issues which includes assisting sites with student discipline, complaint issues arising around mental health needs and behavioral issues; coordinate, track, and monitor manifestation determination meetings and positive behavioral support systems (PBIS) planning; supervise the maintenance of a variety of records and files and coordinate data collection to monitor student progress; provide assistance in analyzing data and modifying curriculum, instructional strategies, and behavioral strategies; communicate with site administration, parents/guardians, teachers, and support staff and participate in trainings and professional development; attend and participate in site and district level meetings; support school site IEP teams in decision making by facilitating parent observation of program options; maintain and monitor use of low incident equipment by district special education students; observe, consult with, assist, and facilitate special education staff with work in core curriculum, modifications and adaptations, technology, materials, and resources; assist with facilitating mainstreaming and social integration of students, transition and placement of students, behavior management, and compliance issues and assessment; assist with delivering in-service presentations to individuals, school sites, small clusters, program specific groups, departments, parents/guardians, and administrative groups; provide assistance with in-service in social skills curriculum development, compliance issues, assessment, behavior management techniques, and collaboration between regular and special education staff; support and maintain social skills programming for students; meet with site administrators to determine site special education needs and assist with IST, IEP, and BIP development; collaborate with program specialists, special education teachers, psychologists, coordinators, and general education staff; may prepare reports and recommendations on policy, curriculum, and legally required data as requested by the Executive Director of Special Services; assist in maintaining compliance of district special education programs with state and federal laws; assist in the development of low incident requests; and perform other duties as assigned.

EMPLOYMENT STANDARDS

KNOWLEDGE AND ABILITIES

Knowledge of:

Computer-assisted instruction and other instructional technology;
Current state and federal regulations related to special education;
Multi-Tiered Systems of Support (MTSS) and PBIS supports;

Knowledge of (continued):

Data collection methods;
Facilitating and participating in group processes.

Ability to:

Effectively communicate and interact with supervisors, members of the public, and all other groups involved in the activities of the District;
Keep abreast of any changes in policy, methods, digital and social media technologies, and computer equipment needs as they pertain to department operations and activities;
Perform complex and specialized technical work utilizing independent judgment with speed and accuracy;
Comprehend, interpret, and apply regulations, procedures, and related information;
Prepare clear, concise, and comprehensive reports;
Establish and maintain cooperative working relationships with the public and district personnel;
Understand and carry out oral and written directions;
Relate effectively with racially and ethnically diverse staff, students, and community members.

Skills:

EDUCATION AND EXPERIENCE

Education:

Bachelor's degree from an accredited college or university with a major in education, business, social services, communications, or a related field; master's degree desirable.

Experience:

Three years of experience supporting in a special education setting at the elementary and secondary level; two years of experience working with school staff to implement program goals, accommodations, and function-based behavioral intervention for special needs students; previous experience in program coordination preferable.

LICENSES AND CERTIFICATES

Must possess or obtain Board Certified Behavior Analyst or Board Certified Assistant Behavior Analyst Certification **within one (1) year of hire date (prior to 1-year anniversary) for permanent employees or within six (6) months of hire date (prior to 6-month anniversary) for probationary employees;** if driving a vehicle is required in the course of work, the operator must possess a valid and appropriate California driver's license; qualify for insurability with the District's insurance carrier.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Strength:

Ability to lift, carry, push, or pull students or items weighing up to 50 pounds; other significant physical abilities include standing and walking for extended periods; dexterity of hands and fingers to operate a computer keyboard.

Pre-placement Physical: Class I

09/23 12/24