# VISALIA UNIFIED SCHOOL DISTRICT JOB DESCRIPTIONS

Unit: Classified

Issue No. 1 Date: 11-12 Page 1 of 2

Section: Instructional and Related Services

Job Title: BEHAVIOR ANALYSIS INTERVENTION AIDE RANGE: 55

Under the immediate supervision of the special education program specialist with training and support provided by School Psychologists who are Board Certified Behavior Analysts. Provides individualized applied behavioral support to students with autism and/or serious behavior difficulties.

## **Typical Duties:**

- 1. Supports the instructional program by assisting in the supervision, care, and instruction of students with autism and/or serious behavior difficulties, assisting in implementation of plans for instruction, monitoring student behavior, documenting activities and progress, and supporting students' IEP goals;
- 2. Adapts classroom activities, assignments and/or materials as assigned by classroom teachers for the purpose of supporting and reinforcing classroom objectives;
- 3. Implements under the direction of supervising instructional staff, instructional and behavioral plans designed by the IEP team for the purpose of presenting and/or reinforcing learning concepts;
- 4. Assists students in group settings to manage their own personal behaviors;
- 5. Collects data and records anecdotal student progress and maintains and organizes data notebooks for the purpose of on-going instructional and behavior intervention planning and review;
- 6. Maintains appropriate records to preserve the history and progress of behavioral strategies;
- 7. Confers and interacts with the program specialist, school psychologists, and behavior intervention technicians for the purpose of completing appropriate assessments, documentation, and activities related to monitoring the student's behavior, evaluating progress on IEP goals;
- 8. Participates as a positive team member for the purpose of enhancing and sharing knowledge and skills for the delivery of best practices;
- 9. Monitors students during assigned periods within a variety of school environments, including both 1-on-1 and embedded-in-class routines for the purpose of maintaining a safe and positive learning environment;
- 10. Perform basic math, including calculations using fractions, percents, and/or ratios;
- 11. Assists students with toileting needs, including but not limited to toileting and diapering;
- 12. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school environment.

#### **Personal Characteristics:**

Should possess the personal characteristics generally recognized as essential for public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.

### **Experience:**

One year or more of experience working directly with students with autism and behavioral difficulties in an educational or home setting.

Experience and documented training with applied behavioral strategies.

Experience working with students with a variety of disabilities.

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#### **Education:**

High school diploma or the equivalent. Some college coursework in a related area of study preferred. Documented training in applied behavior analysis and other strategies for working with students with autism and behavior difficulties.

## **Knowledge of:**

Principals and techniques of Applied Behavior Analysis; Techniques used in the assessment and treatment of disabilities; Instructional procedures and practices; Intellectual, sensory, and physical development of children, Age appropriate student activities; Safety practices and procedures; Stages of child development and behavior.

### **Physical Requirements:**

Physically and mentally able to perform the essential duties of a position without hazard to themselves or others. Ability to sit, stand, walk, bend, stoop, kneel, perform grasping and handling motions and torso rotations on a continuous basis; lift and carry 20 pounds of materials; reach in all directions; adequate sight or corrected vision for the purpose of reading directions and printed or written materials; hear and speak to communicate with coworkers, students and the public, dexterity of hands and fingers to operate instructional equipment; classroom and outdoor environment, adverse weather conditions. Ability to participate in district training on use of emergency student safety and restraint procedures and implement district approved emergency restraint techniques with student as necessary.