

JOB DESCRIPTION
October 2012

Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

BEHAVIOR SUPPORT ASSISTANT

General Purpose:

The Behavior Support Assistant is responsible to the County Superintendent and works under the direct supervision of the designated manager(s). A Behavior Support Assistant gathers and charts data related to student behavior and models behavior intervention strategies, and assists classroom staff and instructional support staff in the implementation of individual student's Behavior Support Plans (BSP) and Behavior Intervention Plans (BIP) utilizing Applied Behavior Analysis (ABA) methodologies.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Maintains and updates records related to the development and implementation of student BSPs or BIPs.
- Collects and charts behavioral data.
- Provides support to teachers and classroom staff in monitoring individual student behavior.
- Implements students' BSPs and BIP in classrooms and other instructional settings.
- Models the use of ABA methodologies in increasing or decreasing target behaviors.
- Performs student observations at assigned school sites for the purpose of initial training and ongoing support, including follow-up activities related to data collection.
- Completes required documentation and reports.
- Develops, orders, and delivers behavior intervention materials and supplies to classrooms and training sites.
- Provides direct behavior intervention support in special day classrooms, integrated settings and natural environments.

Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- A High School diploma or equivalent is required.

Experience:

- Experience working with special populations within the school setting.
- Training and/or experience in utilizing specialized instructional techniques such as Applied Behavior Analysis, Discrete trials, Picture Exchange Communication Systems, Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH), and Social Stories is preferred.

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Knowledge, Skills and Abilities:

- Knowledge required to model effective ABA strategies within a classroom setting.
- Knowledge of positive behavior intervention strategies.
- Skills necessary to adapt materials and strategies based on a student's age and developmental level.
- Ability to understand and carry out written and oral instructions.
- Ability to provide constructive feedback and adapt and modify strategies, as necessary.
- Ability to collect, organize and graph behavioral data.
- Ability to exercise good judgment.
- Ability to handle confidential material with discretion.
- Ability to establish and maintain effective working relationships with county office and district personnel, outside agencies, and parents.
- Ability to work in settings with limited supervision.
- Ability to apply skills learned in training to instructional settings.

Required Testing:

- Pass proficiency exam meeting the requirements of No Child Left Behind.
(Required waived if individual has an AA degree, has 48 college units or has passed the CBEST)

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must currently possess or must obtain CPR/First Aid certification within 30 days of employment.
- Must currently possess or must obtain a current Professional Assault Crisis Training (ProACT) Certificate within six (6) months of employment.

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:

- Work is performed in an office or school environment, continuous contact with students, staff and representatives of other agencies.

Physical Requirements:

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching, reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.

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- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to drive an automobile.
- When applicable, facility to determine and differentiate colors.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Non-exempt

Employee Group: Classified

Salary Grade: 22

Reviewed and Approved:

Supervisor: _____

Date: _____

Human Resources: _____

Date: _____