

VISTA UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL ASSISTANT-BEHAVIORAL INTERVENTION

Purpose Statement

The purpose of an Instructional Assistant-Behavioral Intervention is to provide support to the instructional program with specific responsibilities to provide implementation and modeling of research-based interventions in a variety of educational settings according to established individual educational plans; support instructional staff and students in the achievement of academic, social, emotional, and behavioral goals; assist with behavior modification and intervention strategies; document activities in accordance with established guidelines and/or regulatory requirements; provide general classroom support.

This job reports to an assigned administrator.

Essential Functions

- Accompanies and monitors students participating in a variety of activities (e.g., assemblies, lunch and/or recess, transitioning between classrooms and/or other school areas, community outings, etc.) for the purpose of maintaining student safety, maximizing student independence, and assisting students in the development of social and community skills.
- Assists instructional staff in the preparation and presentation of a variety of instructional materials for the purpose of improving the learning skills, self care, and/or social development of assigned students and/or presenting and reinforcing learning concepts.
- Assists students with physical care and personal hygiene (e.g., diapering, toileting, eating, grooming, dressing, etc.) for the purpose of providing services in accordance with student individualized educational, health, and/or behavior plans.
- Attends meetings, workshops, and/or in-service training for the purpose of conveying and/or gathering information required to perform functions.
- Collaborates with instructional staff and supervisor for the purpose of assisting in the achievement of student and program goals.
- Communicates with instructional staff regarding progress of assigned students for the purpose of participating in needs assessments and/or assisting in evaluating progress.
- Demonstrates appropriate communication and behavior techniques for students for the purpose of assisting in the development of appropriate physical care, personal hygiene, interpersonal skills, and/or successful problem solving strategies.
- Implements behavioral plans designed by instructional staff for students with behavior disorders or other conditions for the purpose of assisting in meeting student needs and providing a consistent environment.
- Maintains a variety of manual and electronic documents, files, and records (e.g., student observation records, behavior charts, student assignments, class schedules, behavior support plans, etc.) for the purpose of providing written reference and meeting mandated requirements.
- Monitors assigned students and records data on academic and/or behavioral information for the purpose of measuring student progress in identified areas in accordance with student individualized educational, health and/or behavior plans, providing documentation, and/or communicating information to appropriate personnel.
- Obtains classwork and homework assignments for students for the purpose of addressing classroom requirements.
- Performs general clerical functions (e.g., files, copies, faxes, laminates, collates, etc.) for the purpose of supporting instructional activities in a timely and efficient manner.

- Provides instructional support to students under the direction of instructional staff one-on-one or in small groups (e.g., academic support, sitting and attending, stimulus control, sensory integration, functional skills, communication and language development skills, self-help, visual perception, building independence, assistive technology, etc.) for the purpose of supporting instructional staff and assisting students in the achievement of their academic, social, emotional, and behavioral goals.
- Responds to emergency situations for the purpose of resolving immediate safety concerns, de-escalating situations, maintaining a safe and positive learning environment, and ensuring established procedures are followed.

Other Functions

- May drive a vehicle to conduct work for the purpose of providing services to students.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include:

- adhering to safety practices;
- applying job-related codes, regulations and laws;
- handling hazardous materials;
- operating standard office equipment including using pertinent software applications and office technology;
- preparing and maintaining accurate records;
- using Microsoft Office software applications and Google based platforms.

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-based competencies required to satisfactorily perform the functions of the job include:

- age appropriate behavior;
- basic first aid;
- basic subjects taught in District schools, including arithmetic, grammar, spelling, language and reading;
- behavior modification strategies and techniques;
- child guidance techniques;
- classroom instructional media and technology;
- concepts of grammar, spelling, and punctuation;
- concepts of learning disabilities and behavioral challenges;
- conflict resolution techniques;
- cultural differences of student population;
- health standards;
- first aid and CPR techniques;
- interpersonal skills using tact, patience, and courtesy;
- job-related codes/laws/rules/regulations/policies;
- recordkeeping and record retention practices;
- school safety practices and procedures..

ABILITY is required to schedule activities and/or meetings; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include:

- accuracy and attention to detail;
- adapting to changing priorities;
- administering first aid and CPR;
- analyzing issues and determining an appropriate course of action;
- applying behavior modification techniques developed for classroom use;
- communicating with diverse groups and individuals;
- displaying tact and courtesy;
- establishing and maintaining effective working relationships with others;
- interacting with the public;
- maintaining confidentiality;
- modeling appropriate social skills;
- monitoring and evaluating student progress;
- preparing accurate records;
- reading, interpreting, explaining, and following laws, rules, regulations, policies, and procedures;
- understanding and following oral and written directions;
- working as part of a team;
- working with detailed information/data;
- working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, significant stooping, kneeling, crouching, and/or crawling, seeing and hearing to exchange information, and significant fine finger dexterity. The job requires lifting, carrying, pushing, pulling, or otherwise moving objects up to 40 lbs. Generally the job requires 40% sitting, 35% walking, and 25% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience is required.

Education: High school diploma or equivalent.

Equivalency: Two years of paid or volunteer experience working with children in an organized setting. Some experience working with students with autism and/or experience in applied behavioral analysis (ABA) is highly desirable.

All candidates for this classification must meet the following educational standards:

Graduation from high school or equivalent and one of the following: 1) completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; 2) possession of an associate's (or higher) degree; or 3) pass a rigorous District-administered assessment that demonstrates the knowledge and ability to assist in instructing, reading, writing, and math, at a level meeting State and Federal requirements.

Any other combination of education, training, and experience that could likely provide the desired skills, knowledge, and abilities may be considered; however, experience cannot substitute for the required minimum education.

Retention: In accordance with Education Code 45301, an employee appointed to this class must serve a probationary period of one hundred thirty (130) days of paid regular service (excluding days absent for illness or injury) during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

Required Testing

For those candidates who meet the minimum qualifications, the assessment process will consist of any one or more of the following: Screening for most qualified candidates, Training and Experience Evaluation, a Written Test, a Performance Test, and/or a Qualifications Appraisal Interview.

Certificates and Licenses

Valid First Aid/CPR Certification
Some positions in this classification may be required to have a valid California Class C Driver License

Continuing Educ. / Training

Crisis Prevention/Intervention (CPI) training

Clearances

Fingerprint and Background Clearance
Drug Test
Tuberculosis Clearance

FLSA Status

Non-Exempt

Approval Date

Established: 08/10/2010
Revised: 03/04/2020

Salary Grade

Classified, Range 42