

BEHAVIOR INSTRUCTIONAL ASSISTANT (BIA) SPECIAL EDUCATION

BASIC FUNCTION:

Under the direction of an assigned supervisor, and in support of Therapeutic Learning Class Staff including a Board Certified Behavior Assistant (BCBA), the Behavior Instructional Assistant (BIA) will assist a classroom teacher in providing instruction and behavior support to individuals or groups of students in an assigned Therapeutic Learning Center - Level II classroom. Assist the classroom teacher in maintaining a therapeutic education environment, including supporting implementation of curriculum, behavior management, providing emotional support and assisting in meeting the special behavioral educational needs of students identified with Emotional Disturbances.

REPRESENTATIVE DUTIES:

- Assist a classroom teacher in providing behavioral and instructional support to students in an assigned special education program. **E**
- Reinforce instruction, vocational training, and life skills to students with disabilities; confer with teachers concerning programs and materials to meet the individual needs of special education students. **E**
- Assist teacher with implementation of Behavior Intervention Plans (BIPs) Individualized Behavior Plans or related goals through instruction in a variety of activities; provide guidance for students in various areas including appropriate social behavior, critical life skills, academic, social, leisure, physical development, and personal hygiene. **E**
- Attend weekly meetings with classroom staff, and school personnel to discuss educational and behavioral progress of students. **E**
- Assist the classroom teacher and BCBA with behavior data tracking, implementation of behavior plans, curriculum and other assignments as directed. Monitor student assignments; provide individual guidance and assistance as needed or as directed. **E**
- Monitor student behavior and implement nonviolent crisis intervention as needed. **E**
- Observe and report on student's verbal and non-verbal behavior in conjunction with the I.E.P. **E**
- Follow behavior management techniques and enforce point and level system. **E**
- Assist other classroom staff with nonviolent crisis intervention, including physical containment, escort, and restraint/seclusion procedures as the need arises. **E**
- Perform a variety of clerical duties such as preparing, instructional materials; assist in proctoring tests and charting student progress; maintain student records and files including confidential student records information. **E**
- Monitor and supervise students during community outings; train and assist students to access public transportation and community resources, library, DMV, recreational centers, health clubs, government buildings, DOR, AHC, and development of consumerism skills to access stores, banks, etc. **E**
- Implement assigned sections of pupil Behavior Support Plans (BSP), which may involve use of approved behavior modification, physical management techniques, functional analysis, or other skills or knowledge to establish and maintain appropriate behaviors; supervise and discipline students according to approved policies and procedures. **E**
- Monitor and assist students with instructional practices such as reinforcement activities and study skills; direct students into safe learning activities and functions; maintain an orderly, attractive and positive learning environment. **E**
- Assure the health and safety of students by following health and safety practices and procedures. **E**
- Attend IEP meetings as needed. **E**
- Collaborate with Therapeutic Learning Class support staff, which includes; the mental health specialist, the (BCBA) or behavioral specialist, and psychologist to support student academic and social emotional needs. **E**
- Perform related duties as assigned.

KNOWLEDGE OF:

Specialized medical services and proper administration procedures for students.

Student guidance principles and practices related to high school aged students with Emotional Disturbances.

Basic subjects taught in District schools including Mathematics, English, Social Studies, Science, History, and Health.

Safe practices in the classroom and community.
Basic instructional methods and techniques.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Oral and written communication skills.
Interpersonal skills using tact, patience and courtesy.
Classroom procedures and appropriate student conduct.

ABILITY TO:

Reinforce instruction to students with Emotional Disturbances, Learning Disabilities, Communication Disorders, and behavioral problems.
Assist with instruction and related activities in a classroom or assigned learning environment.
Operate a variety of audio-visual equipment, kitchen appliances and office equipment. **E**
Perform clerical duties related to classroom activities.
Understand and follow oral and written instructions.
Establish and maintain cooperative and effective working relationships with others.
Work confidentially with discretion.
Communicate effectively both orally and in writing.
Understand and work within scope of authority.

EDUCATION AND EXPERIENCE:

High School Diploma, or General Education Diploma. AA Degree supplemented by course work in Child Development related to students with Emotional Disturbances and two (2) years of experience working with high school aged students requiring a specialized learning environment.

LICENSES AND OTHER REQUIREMENTS:

Valid First Aid and CPR Certificates issued by an authorized agency.
Valid California Driver's License.

REQUIRED TRAINING:

Nonviolent Crisis Intervention
Must receive 12 hours of training in working with students with Emotional Disturbance and behavior management through the SELPA or other approved entity.

WORKING CONDITIONS:

ENVIRONMENT:
Driving a vehicle to conduct work.

PHYSICAL ABILITIES:

Sitting or standing for extended periods of time.
Bending at the waist, kneeling or crouching to assist students.
Restrain students who become physically aggressive.
Hearing and speaking to exchange information and make presentations.
Seeing to read assignments and to monitor student activities.
Lifting physically disabled students out of wheelchairs.

HAZARDS:

Potential exposure to communicable diseases and contact with blood and other body fluids.
Potential exposure to physical injury from aggressive behavior.