

Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677

(916) 624-2428 / www.rocklinusd.org



Job Description

POSITION TITLE: Behavior Support Assistant (BSA)

SALARY PLACEMENT: Classified Salary Schedule
Classified School Employees Association

SUMMARY:

Under the direction of the Director of Special Education or designee, assists in the supervision and instruction of special education students in a variety of settings, including the community and classroom; Works with Behavior Specialists to assist in development, implementation, training, and monitoring of behavior intervention programs for identified special education students; provides ongoing coaching to staff members on behavioral techniques; assists in the development of Behavior Intervention Plans, collects data to determine efficacy and fidelity of Behavior Intervention Plans; consults with the student's IEP case manager; attends student progress meetings; other duties as assigned.

SUPERVISOR:

This position reports directly to the assigned Special Education Administrator.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The essential duties and responsibilities for this position include, but are not limited to, the following:

1. Under the direction of district Behavior Specialist, provides comprehensive support to assigned program personnel in the use of applied behavior analysis methodologies (such as discrete trial training, social skills development, visual schedules, differential reinforcement, token economy, prompting hierarchies and behavior shaping) as well as facilitating implementation of Behavior Intervention Plans.
2. Assists the Behavior Specialist with data collection pertaining to the development, implementation, and modification of Behavior Intervention Plans and other behavior support needs.
3. Provides instruction to teachers and other classroom staff on data collection procedures.
4. Conducts fidelity monitoring under the direction of the Behavior Specialist to ensure faithful implementation of Behavior Intervention Plans and other behavior programs.
5. Collaborates with school psychologists, case managers, and other stakeholders to provide support for students with behavioral challenges in the classroom as assigned.
6. Provides training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for students with behavioral disabilities.
7. Models use of empirically validated behavior intervention strategies in the classroom setting, and provides coaching to classroom staff on their appropriate use.
8. Assists Behavior Specialists with provision of Behavior Intervention Services.
9. Under the direction of the Behavior Specialist, prepares materials and/or equipment necessary for implementing individualized behavior supports and classroom management programs.
10. Supports staff in developing the skills necessary to assist students in behavioral therapy, developing social skills and related activities.
11. Assists students with developing strong communication, cognitive and behavioral skills.
12. Supports students in inclusive education through training and modeling of inclusive practices for teachers and classroom staff.
13. Collaborates with Behavior Specialist to provide comprehensive staff training in applied behavior analysis techniques.
14. Collects progress data as assigned on frequency and duration of maladaptive behaviors and functional replacement behaviors, develops representations of graphical data, and reviews data path progress with case manager and other relevant staff.
15. Demonstrates the capability of independently balancing caseload expectations and managing an efficient time schedule for effectively carrying out support responsibilities as assigned.
16. Capable and proficient in establishing and maintaining effective working relationships with students, colleagues, and supervisors, as well as working collaboratively as a member of a multidisciplinary support team.

17. Supports staff in developing appropriate strategies to assist students with toileting, feeding, grooming, and promoting independence, including assistance of students to and from busses, pushing wheelchairs when necessary.
18. Under the supervision of a qualified school nurse, may provide specialized healthcare procedures or support others in their implementation.
19. Utilizes nonviolent crisis intervention techniques as appropriate to ensure student safety.

Knowledge and Skills:

- Has completed 40 hours of Registered Behavior Technician training and has preferably worked in the capacity of a Behavior Support Assistant position (or equivalent role) for at least two years.
- Experience implementing applied behavior analysis methodologies including (but not limited to) applications of reinforcement, discrete trial training, forward and backward chaining, shaping, errorless learning, and prompt fading.
- Ability to understand, manage and relate to students who have behavioral problems, learning and physical disabilities.
- Can demonstrate proper data-gathering methodology and ability to maintain records and prepare routine reports.
- Can establish and maintain a cooperative and effective working relationships with others.
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.
- Demonstrates an understanding, patient and receptive attitude toward students with behavioral disabilities.
- Understands and follows oral and written instructions and can deliver clear oral instructions.
- Observes health and safety regulations.
- Can recognize the first aid and health needs of students and make decisions as to appropriate solutions including first aid and CPR.
- Knowledge of best practices and laws governing students with disabilities; interpersonal communication, consultation, and group leadership skills necessary to work effectively with students, parents, teachers and administrators.
- Ability to respond appropriately in emergency situations and to remain calm in stressful situations.
- Competency in basic skills such as reading, math, spelling and grammar.
- Ability to adapt to individual needs of teachers and students and work with interruptions.

EMPLOYMENT STANDARDS:

High School Diploma or equivalent and 48 college units in Child Development, Social Services, Human Services, Psychology, Applied Behavior Analysis, or related field or equivalent experience, or A.A degree or higher, or pass a local assessment of knowledge and skills in assisting in instruction.

EXPERIENCE:

Four (4) years of experience working with individuals who have special needs preferred.

Two (2) years of experience directly administering applied behavior analysis interventions to individuals with disabilities preferred.

CERTIFICATES, LICENSE, REGISTRATIONS:

Valid California Driver's License

DESCRIPTION OF PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, walk, sit, use hands, and reach with hands and arms. The employee is occasionally required to stand and walk. Specific vision abilities required by this job include close vision and ability to adjust focus.

Medical Category III:

1. Positions in this category require ability associated with prolonged periods of heavy physical labor.
2. Position regularly performs heavy physical labor requiring ability to lift, carry, push, pull or move heavy objects or materials.
3. Great physical demand for strength and endurance.
4. Requires heavy physical effort such as lifting over 50 pounds on continuous basis.
5. Physical functions involve heavy physical exertion.
6. Lifting 50 pounds maximum or carrying any object weighing up to 25 pounds.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee frequently works in indoor environmental conditions. The employee is occasionally exposed to video display and occasionally works evenings and on weekends. The employee occasionally uses personal vehicle for work-related travel. The noise level in the work environment is usually moderate.

Adopted Date: September 4, 2019

The Rocklin Unified School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Director of Secondary School Programs or Director of Personnel Services at (916) 624-2428 or by email at titleixcoordinator@rocklinusd.org.

The Rocklin Unified School District maintains a tobacco-free, drug-free environment.