



## BUILDING BEHAVIOR SUPPORT ASSISTANT

---

### Position Summary

This position assists the principal and school staff in supporting student efforts to manage behavioral and social emotional needs by implementing and supporting behavior management programs. Staff in this classification will utilize behavior management strategies and provide students with skill-building experiences. This position also includes supporting students in the areas of communication and language development, social skill development and positive behavior support, as well as supporting academic programming and functional skills. The core function is to implement evidence-based practices that will help students attain developmentally appropriate behavioral and social emotional skills.

This classification is different from the education assistant classification by its primary focus on communication, social emotional and positive behaviors. Additionally, this position will provide building-wide support in both Special Education and General Education settings.

### Supervisory Relationship

This position will work closely with the building principal or designee.

### Essential Functions

1. Implement behavior support plans, prescribed behavioral strategies and positive behavior support; model conversation, listening, and everyday prosocial interactions for the purpose of demonstrating appropriate social behavior in a culturally appropriate manner.
2. Provide frequent monitoring of students on assigned caseload, with accompanying positive reinforcement and feedback for the purpose of providing a safe and positive learning environment.
3. Implementing Check-In/Check-Out (CICO) at the start and end of the school day, including Positive Approach to Student Support.
4. Assist in delivering social emotional instruction to students.
5. De-escalate students and provide targeted self-regulation supports for recovery to baseline.
6. Supervise student breaks, implement sensory supports and movement activities.
7. Assist behavior teams with collecting data for functional behavior assessments by recording student behavioral progress and daily behavior data using spreadsheet data collection systems.
8. Assist students with building self-monitoring skills.
9. Implement strategies for working with students that align with their individual plans or protocols.
10. Intervene in potential conflicts utilizing appropriate behavioral approaches for the purpose of diffusing confrontations and minimizing disruptions.
11. Intervene in crisis situations and assists in developing and implementing appropriate positive behavior support strategies; support classrooms during room clear when applicable.
12. Interact with district staff to assist in the planning, implementation and review of the student's positive behavior support plan and safety plan.
13. Provide assistance to students with intensive behaviors in acquiring skills in the area of communication and language development, behavior and social skills.

14. Collect assessment data using technology and utilize data to document progress and decision making regarding the goals and objectives created for a student. Prepare written reports, communication logs and classroom materials.
15. Assist with the supervision of the general student population, supervises assigned students in and out of the classroom and in the community.
16. Maintain regular and prompt attendance.
17. Perform other related duties as assigned.

### **Required Knowledge, Skills and Abilities**

1. Knowledge of district policies and procedures and ability to maintain confidentiality in compliance with Family Educational Rights and Privacy Act (FERPA).
2. Knowledge of, and ability, to use a wide range of equipment including adaptive/assistive technology, photocopiers, laminators, and kitchen equipment.
3. Establish and maintain effective working relationships with staff and students.
4. Ability to understand and execute oral and written instructions, policies, and procedures.
5. Ability to listen, make sound decisions on a day-to-day basis as well as during emergency or crisis situations, and effectively work with students in high stress environments.
6. Ability to work with students who may exhibit aggressive behavior, as required by specific job assignment; with training, be physically prepared to restrain a student if in imminent danger of harming self or others implements.
7. Attends District workshops and staff development classes to remain current on behavioral, medical and data collection procedures.
8. Ability to assess situations and act swiftly and appropriately and with sound judgment for the safety and well-being of students and staff.
9. Consistently manage student discipline in a positive and effective manner.
10. Participate in change in a constructive way demonstrating flexibility in dealing with changing conditions.
11. Implement behavior plans and evaluate the effectiveness of the plan.
12. Gain the respect and confidence of students, parents, and staff through the modeling of appropriate behavior.
13. Ability to respond to confrontational and emotional situations involving staff and students in a compassionate and tolerant manner.
14. Establish and maintain effective working relationships with students, teachers, administrators, co-workers, supervisor, and the public.
15. Communicate clearly and appropriately, in speech and in writing, in accord with educational standards.

### **Working Conditions**

- Work is primarily performed in and around a school building. Work may occasionally be performed in other locations, not limited to field trips and or outdoor school etc.
- May be assigned to work outdoors supervising students, in variable weather conditions including inclement weather.
- Must be able to traverse quickly and frequently in and around school buildings; student supervision responsibilities require the employee to be able to move for over 120 consecutive minutes.
- Must be able to position self into various physical postures associated with instruction and supporting student behavioral and social emotional needs, including but not limited to: frequent bending, twisting, swooping, kneeling, and moving up to 50 lbs and ability to intervene in situations where a student's safety is being jeopardized.

- Potential exposures include, but are not limited to: blood-borne pathogens; aggressive behavior from students; cold and hot temperatures; and inclement and severe weather; noisy working environment.

**Minimum Qualifications**

- Completion of at least two years of post-secondary study consisting of 72 credit hours, 48 semester units; **OR**
- Associates or higher degree; **OR**
- Meeting a rigorous standard of quality and demonstrating, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics.
- Two (2) years of work experience providing direct support to students.

**Preferred Qualifications**

- Experience in K-12 education system.
- Previous training, education, or experience in behavior management and modification methods.
- Ability to read, right, and communicate effectively in Spanish.
- Demonstrated experience differentiating practices for diverse populations.

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	OSEA - CLASSIFIED
<b>Pay Grade</b>	Grade 10 – 192
<b>Created by</b>	Bernadette Adeniran, HR Administrator
<b>Approved by</b>	Karen Hardin, HR Director
<b>Last revised</b>	11/12/20