

BEHAVIORAL SUPPORT AIDE**Job Summary:**

Under supervision of the Vice Principal, assist teaching staff with the individualized instruction of the students, record keeping and student supervision in daily classroom activities as it relates to the development of appropriate classroom and school-based behaviors. Assist teachers with daily instructional and non-instructional activities which include delivery and modeling of the behavior strategies for classroom teacher and staff. Assist the school psychologist and/or district MFT in responding to serious problem behaviors. Responsible for monitoring the student's progress as well as instructing the student in appropriate social skills which will assist in productive, positive behavior intervention.

Qualifications-Required:

- High School Diploma or Equivalent required.
- 48 units, or AA degree or higher, or Passage of the Paraprofessional Exam.
- Two (2) years of experience involving contact with school-age children in educational or learning environment.
- First Aid and CPR Certification

Desired:

- One (1) year of experience working with “at-risk” students in an educational or social service setting.
- Experience with intellectual, social, emotional and physical development stages and student needs
- Knowledge of the IEP process, behavior analysis and positive behavioral intervention techniques

Essential Functions:

- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilities.
- Model appropriate behavioral interventions.
- Communicate effectively in oral and written form.
- Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
- Under the guidance of the School Psychologist and District MFT, learn to create, modify and utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment.
- Understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with students and adults.
- Work with the IEP team in the development and implementation of data collection systems, as well as assist in the analysis and interpretation of the results of the data collection in order to evaluate student performance and progress, the effectiveness of interventions, strategies and support, and contribute to future plans.
- Assist the classroom teacher in some aspects of classroom instruction and behavior support.
- Implement Tier 2 Behavior Plans/Behavior Intervention Plan and prescribed behavior strategies.
- Ability and willingness to work with students who have special needs and/or aggressive behaviors (i.e. biting, kicking, hitting, emotional outburst, etc.)
- Support students throughout the school day including passing periods and lunch.
- Supervise and provide appropriate assistance to students in special education, general education, and community settings throughout the school day including transportation accompaniment to and from school (as deemed necessary by team.)
- Consult and collaborate with site and district staff as requested.

- Assist in student assessments as appropriate.
- Participate in IEP meetings as appropriate.
- Maintain confidentiality of students as it relates to a known or suspected disability.
- Maintain appropriate documentation, records, and reports.
- Must be able to meet and interact with employees and parents/guardians in routine situations, which require tact, discretion and courtesy.
- Other related duties as assigned.

Knowledge of:

- Behavior intervention strategies;
- Developmental, emotional, and behavioral disabilities;
- Non-violent, verbal and physical intervention techniques;
- Proper English grammar, punctuation and sentence structure;
- Appropriate safety precautions and hygiene standards;
- Health and safety regulations;
- First aid and CPR.

Ability to:

- Read notes, memos, and reports of a moderately complex nature;
- Effectively interact with students, teachers, staff and the public;
- Determine steps in a process;
- Structure time effectively;
- Assist with maintenance of student files and the retrieval of pertinent information;
- Recognize and follow procedures when disruptive, abusive, or dangerous behavior occurs;
- Effectively use behavior management strategies and techniques specific for students identified with emotional disturbance, ASD, and intellectual disabilities;
- Understand and address the needs of students with special needs;
- Understand and carry out oral and written instructions;
- Maintain confidentiality of student records and communications;
- Meet schedules and deadlines;
- Read, interpret, and apply rules, regulations, and policies;
- Rapidly learn from training methods, techniques, and materials to be used in instruction and in behavioral interventions with students;
- Adapt to new procedures and conditions.

Working Conditions:

Environment:

- Indoor and outdoor environment. fast-paced work environment with changing priorities, close contact with school age children.

Physical Abilities: 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.

- Standing and walking for extended periods of time.
- Ability to hear and understand speech at normal levels.
- Ability to communicate clearly and effectively.

- Lifting, carrying, pushing or pulling moderately heavy objects weighing up to 40 pounds as assigned by position.
- Dexterity of hands and fingers to operate a computer and other classroom and office equipment in a safe and effective manner.
- Bending at the waist, kneeling or crouching and jumping, running, hopping and skipping to participate with children in activities.
- Vision to monitor students, read handwritten or typed documents and instructions, and see the display screen of various office equipment and machines.
- Stooping and bending.
- Kneeling or squatting for extended periods of time.
- Climbing stairs, steps, ramps and step ladders.
- Pushing and/or pulling a variety of tools and equipment weighing up to 50.
- Lifting and/or carrying up to 10 or more pounds frequently.
- Lifting and/or carrying up to 20 or more pounds occasionally.
- Lifting and/or carrying up to 30 or more pounds infrequently.
- Exhibiting full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion.

Hazards:

- Potential contact with blood, bodily fluids and communicable diseases.
- Potential contact with dissatisfied or hostile individuals

Hours: 5.75 hours per day

Work year: 184 days

Salary: Classified Range 17

Employee Signature

Date

Corcoran Joint Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, marital or parental status, nationality, race or ethnicity, religion, sex, sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Corcoran Joint Unified School District assures that lack of English language skills will not be a barrier to admission or participation in District programs. The Uniform Complaint Process investigates complaints of unlawful discrimination, harassment, intimidation, or bullying. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For questions or complaints, contact Section 504, Title IX Coordinator -Helen Copeland (559) 992-8888, ext.1248.