

BEHAVIORAL AIDE

DISTINGUISHING FEATURES OF THE CLASS:

This position assists in the responsibility of applying behavior intervention methods for intellectually and developmentally disabled or at-risk students participating in a structured educational program. The work is performed in a school setting to support students with significant interfering behaviors while being supervised by the administrator, or a senior official in accordance with well-established procedures. The incumbent will support classroom staff and reinforce target behaviors through modeling, coaching and support.

TYPICAL WORK ACTIVITIES:

The following is indicative of the level and types of activities performed by incumbents in this title. It is not meant to be all inclusive and does not preclude a supervisor from assigning activities not listed which could reasonably be expected to be performed by an employee in this title.

1. Supports classroom staff with collection of data for a functional behavioral assessment (FBA) and/or behavioral intervention plans through modeling, coaching and support;
2. Supports classroom staff to reinforce target behaviors in the school setting as directed by the district behavior interventionist through modeling, coaching and support;
3. Supports classroom staff with implementation and progress monitoring of behavior intervention plans through modeling, coaching and support;
4. Assists in crisis intervention and classroom management as directed by the behavior interventionist and/or teacher;
5. Describes student behavior and the learning environment in observable and measurable terms;
6. Participates in competency based training and re-training with other employees regarding behavior interventions, teaching procedures, professionalism, data collection, ethics and more;
7. Participates in team meetings, staff meetings, and parent meetings when requested;
8. Generates session notes daily according to district timelines;
9. Provides positive, professional interactions with students, staff, and parents;
10. Respects individual differences and serves as a role model in the environment while respecting the students as individuals;
11. Receives ongoing education specific to the field of Applied Behavior Analysis (ABA) or similar behavior intervention techniques;
12. Promotes ethical and effective application of behavioral principles.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES:

Thorough knowledge pertaining to students development/behavior characteristics and learning needs;
Knowledge of ABA principles and methods;
Knowledge of therapeutic techniques;
Skill in performing crisis interventions including possible physical holds;
Ability to work effectively in conjunction with other staff members involved with the student;
Ability to maintain an effective relationship with assigned student;
Ability to communicate effectively both orally and in writing;
Personal characteristics necessary to perform the duties of the position;
Physical condition commensurate with the demands of the position.

BEHAVIORAL AIDE (Cont'd)

MINIMUM QUALIFICATIONS:

Graduation from high school or possession of a high school equivalency diploma AND:

EITHER: (A) Associate's in ABA or in a Human Services field;

OR: (B) Registered Behavior Technician Certification and three (3) years of full-time work experience in behavior intervention techniques;

OR: (C) Four (4) years of full-time work experience in behavior intervention techniques.

NOTE: Your degree or college credit must have been awarded by a college or university accredited by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of Education.

ADOPTED: 7/22/2022