

CULVER CITY UNIFIED SCHOOL DISTRICT

CLASS TITLE: BEHAVIOR INTERVENTION INSTRUCTIONAL ASSISTANT (SELPA)

BASIC FUNCTION:

Under the direction of an assigned supervisor, assist a certificated teacher in providing instructional and behaviorally challenged students in Special Education programs; monitors and redirects student progress regarding inappropriate behaviors and performance; supports acquisition of appropriate skills and behaviors; assists in meeting special needs which may include feeding and toileting students; performs a variety of responsible and specialized tasks in the physical care and classroom instruction of students with disabilities; assists students with disabilities in meeting the physical requirements of attending school ; administers Intensive Behavior Intervention methods based on the Applied Behavior Analysis (ABA) model, including Discrete Trial Training (DTT) ; to identified Special Education students; performs a variety of clerical duties as assigned.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Supports instruction to individual or small groups of students with special needs as assigned.

Assists student in prescribed learning activities.

Monitors student conduct and utilizes approved behavior management techniques to redirect and modify inappropriate behaviors.

Administers one-on-one ABA-based Intensive Behavior Intervention methods, including Discrete Trail Training (DTT), to designated students in a school setting as directed by supervisor or other specialists.

Participates in Intensive Behavior Intervention staff development in-services.

Implements documented therapy plans for Intensive Behavior Intervention treatment.

Monitors, observes and reports behavioral data of students according to approved procedures.

Assists student by providing appropriate modeling, emotional support, a friendly attitude, and general guidance.

Communicates with teachers and assigned staff regarding student progress.

Assists students upon arrival and departure at school and throughout the school day by repositioning in wheel chairs or other necessary equipment.

Assists student with washing, eating, toileting, and other personal care needs.

Assists students in learning proper personal hygiene and in developing self-sufficiency.

Provides basic emergency care as needed, including cardio pulmonary resuscitation (CPR) or basic

first aid until medical assistance arrives.

Performs specialized physical health care services such as suctioning, gastrostomy tube feeding, catheterization, oxygen administration and care of related equipment, and administers medication as directed.

Must be capable of learning and safely implementing approved techniques (such as CPI) for restraining students.

Performs related tasks as required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Personal needs and behavior characteristics of children with disabilities, including special needs and requirements of student with Autism.

Instructional accommodations and modifications for student with disabilities.

Intensive behavior Intervention methods and techniques.

Correct English usage, grammar and spelling.

Oral and written communication skills.

Interpersonal skills using tact, patience, and courtesy.

Basic record keeping and rules of conduct.

Basic emergency, first aid, and health care techniques.

ABILITY TO:

Assist with instructional and related activities of a Special Education learning environment.

Implement behavior management techniques used with individuals with special needs.

Implement training techniques and chart behavior as directed by a teacher/specialist.

Provide one-on-one ABA based Intensive Behavior Intervention methods to students, including Discrete Trial Training (DTT) as assigned.

Demonstrate a patient, receptive, and understanding attitude toward student.

Remain calm under stressful conditions.

Assist in physical transfer of students with disabilities (approximately 50- 75 pounds).

Assist handicapped student with personal care needs and activities.

Bend at waist, kneel, or crouch to assist students.

Sit or stand for extended periods of time.

Be dependable and punctual.

Completes tasks in a timely manner.

Maintain confidentiality of student and family information.

Establish and maintain cooperative and effective working relationships with school staff, supervisors, parents, and community agency representatives.

Observe, evaluate and report student progress to a teacher/specialist.

Understand and carry out oral and written directions.

Communicate effectively both orally and in writing.

Compile and maintain records and files.

Operate a variety of office machines.

EDUCATION AND EXPERIENCE:

Special Qualifications upon hire for positions at a school site pursuant to the “No Child Left Behind Act of 2001”:

The equivalent of graduation from high school and one of the following:

- Complete at least two (2) years of study at an institution of higher education (college level) or forty-eight (48) semester units, including a math and an English class;

OR

- Obtained an associate’s (or higher) degree;

Additionally, completion of coursework at an accredited institution of higher education in child development, education, and/or psychology is desirable.

One year of experience with handicapped student, including students with autism, and some demonstrated experience implementing Applied Behavior Analysis (ABA) based behavior intervention techniques.

OR

One year of experience at the level of an Instructional Assistant II or IIA- Physically handicapped, supplemented by District- approved training in the special needs requirements of student with autism.

Desirable Qualifications

Experience in observing and charting student behavioral data.

Training in implementing Intensive Behavior Intervention techniques.

LICENSES AND OTHER REQUIREMENTS:

Valid first aid and CPR certificate issued by an authorized agency.

Some positions in this classification may be required to translate oral and written communications between English and a designated second language.

Candidate must possess a valid California Class C driver’s license. Also, the ability to be insured at standard liability and property damage insurance rates and maintain insurability.

WORKING CONDITIONS:

ENVIRONMENT:

Adopted by the Board on September 11, 2012

Classroom and playground environment.

PHYSICAL DEMANDS:

Ability to safely lift, carry, push and or pull weights up to 120 pounds with lifting devices, lifting belts or other accommodations, with frequent lifting and carrying of weights up to 25 pounds.

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Ability to reach above the shoulders.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.

NOTE: Assignment to this classification is generally temporary and dependent upon Special Education Department needs.