

Jordan School District
CLASSIFIED JOB DESCRIPTION

Job Title: Behavior Support Assistant PT I (O33), II (O34) III (O36)	Job Family: 04
Department: Special Education	Lane Placement: 3(I), 4(II), 5(III)
Supervisor's Title: Director of Special Education	Contract: Non-Benefited/Hourly
FLSA Classification: <u>Non-Exempt</u>	Hours per Day: Varies
Department Approval: <u><i>Rosal Robinson</i></u>	Date: <u>12/4/17</u>
Administrator Approval: <u><i>James D. Surhagen</i></u>	Date: <u>12/11/17</u>
ADA Review: <u><i>Jenele Martin</i></u>	Date: <u>12-11-17</u>
Human Resource Approval: <u><i>Bob Roy</i></u>	Date: <u>12/11/17</u>
Superintendent Approval: <u><i>John</i></u>	Date: <u>12/11/17</u>
Original date: <u>12/17</u> Revised: _____	Revised: _____

GENERAL FUNCTION

Under the direction of the director of special education, the **Behavior Support Assistant** will assist the behavior specialists in the implementation of behavioral plans for students with intensive behavioral support needs as well as to model effective behavioral strategies for teachers in the classroom. The incumbent implements student Individualized Education Plans (IEP). This position will involve working at multiple K-12 sites throughout the District as assigned and may require travel between sites within the workday.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

- Assist the behavior specialists in the implementation of behavioral plans for students with intensive behavioral support needs as outlined in the student's IEP. Model effective behavioral strategies for teachers in the classroom.
- Assist teachers to learn how to implement behavior programs recommended by behavior specialists by modeling implementation and then assisting teachers and para-educators to be able to implement target strategies independently.
- Assist teachers to track data concerning target student progress and report progress to District behavior specialists.
- As assigned, provide support to schools in managing an individual student's behavior while behavior specialists and the school team determine the appropriate level of support required for the student.
- As assigned, provide assistance to support classrooms for students that require increased levels of behavioral support.
- Assist with the physical, emotional, and educational needs of individual students and classrooms.
- Assist classroom teacher or behavior specialist by preparing materials/facilities for a behavior plan as directed (e.g. make copies, data collection, assemble materials, etc.).
- Maintain effective positive communication with behavior specialists, teachers, students, patrons, volunteers, and district employees.
- Maintain confidentiality of student or District information by following District policies regarding confidential information.
- This position will involve working at multiple K-12 sites throughout the District as assigned and will require travel using personal vehicle between sites within the workday.
- May perform one or more of the following specific duties as assigned (e.g.; instruct students by following lesson plans in the absence of the teacher; toileting needs, including diapering; feeding students, including G-Tube feeding; supervise students on the playground, field trips or job site; assist students in the use of technology, including computers, braille notes, communication devices, adaptive devices, tablets or other devices; assist students with

mobility and adaptive physical equipment; perform testing and assessment; assist in administering medications or other medical assistance to students after extensive training; assist students on/off buses; intervention with, and management of, students who may be aggressive, self-abusive, angry, emotional, have infectious diseases and/or have been subjected to personal physical abuse; clean and disinfect classroom, equipment and other items as needed; teach life skills; swim with students; etc.).

- This position requires punctual daily attendance based on the schedule of the school(s) where the incumbent is assigned.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal background check.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Minimum Job Qualifications:

- Requires High School diploma, GED or equivalent as reviewed by the Department of Human Resources. Verification may be required.
- Requires one (1) year prior successful work with students with disabilities or behavioral difficulties.
- Within one year, incumbents will be required to receive training in techniques for working with students that display aggressive behaviors (A.S.P.E.N.) as well as training concerning Least Restrictive Behavioral Interventions (LRBI) and the use of Emergency Safety Interventions (ESIs). Participation in these trainings is a condition of employment.
- The Behavior Support Assistant II requires:
 - One (1) year of experience as a Behavior Support Assistant I, and
 - Documented attendance at 8 out of 9 behavior training meetings conducted by District behavior specialists during the school year. These training meetings will focus on developing behavioral strategies and techniques for working with students and teachers.
- The Behavior Support Assistant III requires:
 - One (1) year of experience as a Behavior Support Assistant II, and
 - Documented attendance at 8 out of 9 behavior training meetings conducted by District behavior specialists during the school year. Will be required to complete annual training as a condition of employment.
- Requires strong interpersonal skills. May have interaction with parents, staff, District administrators and other professionals regarding specific student needs (e.g. school psychologists, physical therapists, speech therapists, etc.).
- Requires ability to exercise emotional control in difficult situations.
- Requires ability to solve a variety of problems relating to individual student needs and behaviors. Problem solving is guided by policies and procedures set by administration and district behavior specialists.
- Requires basic computer technology skills, including Microsoft Office products and Google applications.
- Requires effective problem solving, organizational, multi-tasking and time management skills.
- Knowledge of basic First Aid preferred. Requires ability and willingness to assist students with medical issues or procedures with appropriate training.

- Must be self-motivated and proactive in completing tasks with minimal direction.
- Requires a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah.
- Must be self-motivated and proactive in completing tasks with minimal direction.

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

Machines, Tools & Equipment Used:

- Incumbent may be trained to operate a variety of Special Education equipment (e.g. office equipment, therapeutic equipment, adaptive devices, wheelchairs, physical education equipment, medical equipment lifts, language boards and electronic communication devices, etc.).

Physical Requirements – Not limited to the following:

- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.) single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Occasional hearing, near/far visual acuity and depth perception.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*