

Pioneer Programs Job Description

Job Title: Behavioral Support Staff

Department: Classified Staff; Non-Exempt

Revised Date: 4/2017

Summary

Attends to personal needs and fosters independence of students with special needs while in school to receive specialized academic and behavioral support by performing the following duties either with a student 1:1 or in ratio (groups).

Essential Duties and Responsibilities include the following. Other duties may be assigned.

1. Know, support and accurately track progress on IEP goals for your student
2. Know, support, accurately track and update behavioral data (recognize when new behaviors need to be added and when behaviors no longer need to be tracked)
3. Know and follow your students' current Behavior Intervention Plan (BIP) or School Wide Behavior Support Plan in order to assist and support students during behavior challenges such as: Aggression Episodes, Tantrums, SIB's, Elopement, Socially Inappropriate Behaviors, etc.
4. Complete daily communication log and ensure it goes home with student
5. Monitor and engage students socially, verbally and academically
6. Remain in reasonable proximity to your student/s at all times, especially when out in the community.
7. Help student stay motivated and on task: Implement various strategies to keep the student engaged, motivated and on task; Recognize when a motivator is losing its effectiveness and introduce new motivators
8. Assist with daily schedule and routines: Morning routine: transition from bus to school, putting belongings away and choosing appropriate morning free time break; Self-grooming routines: including but not limited to toileting, hand washing, teeth-brushing, etc.; Snack/lunch routine: eating, meal prep, etc.
9. Assist in choosing appropriate free time break activities and presenting new choices to expand break time activities
10. Assist with all transitions: between classes, changing for pool, from school to community, etc.
11. Support student with academic and sensory needs and modify learning environment to increase success and independence per teacher, OT, speech, IEP, etc. instruction
12. Facilitate and monitor appropriate social interactions with peers and staff
13. Help student keep track of their materials (binders, device, fidgets, etc)

Initials _____

14. If a student is out or doesn't need help, first check with teachers then Aide Supervisor for other tasks.
15. Rainbow Sheets are updated monthly, saved to dropbox and a hard copy printed and put in student's binder (both morning and afternoon aides should collaborate)
16. Consult with Behavioral Support Staff Supervisor, Teacher, BCBA, or other necessary parties before contacting a student's parents
17. Participate in weekly staff development meetings and trainings
18. Maintain the confidentiality of student records and information according to established guidelines.
19. Assure the health and safety of students by following health and school wide safety practices and procedures.
20. Encourage and teach independence with all tasks: Remember prompt hierarchy - verbal hardest to fade. Try not to over prompt. This may mean that the task will take longer but that's ok! Independence is our goal!
21. Assist with the development and implementation of learning materials such as: visual schedules, social stories, token economies, first/then, PECS, video-modeling, etc.
22. Maintain and accurately track time cards and submit on time as required
23. Data entry in excel as needed or required
24. Help train staff if necessary

Supervisory Responsibilities

This job has no supervisory responsibilities.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Intellectual - Uses intuition and experience to complement data; assesses own strengths and weaknesses; strives to continuously build knowledge and skills; shares expertise with others; competent in required job skills and knowledge; exhibits ability to learn and apply new skills; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively; adapts to new technologies; identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Interpersonal - Expresses ideas and thoughts verbally, visually and in written form; selects and uses appropriate communication methods; is able to read and interpret written information; establishes and maintains effective relations; exhibits tact and consideration; offers assistance and support to co-workers; works cooperatively in group situations; works actively to resolve conflicts; listens and gets clarification; participates in meetings; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit.

Initials _____

Leadership - Communicates changes effectively; exhibits confidence in self and others; encourages open communications; confronts difficult situations; maintains objectivity; keeps emotions under control; shows respect and sensitivity for cultural differences; promotes a harassment-free environment; treats people with respect; keeps commitments; inspires the trust of others; works with integrity and principles.

Self-Management - Adapts strategies and approaches or method to best fit the situation; recognizes and acts on opportunities; dresses appropriately for position; keeps self well groomed; is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time; takes responsibility for own actions; keeps commitments; completes tasks on time or notifies appropriate person with an alternate plan; asks for and offers help when needed; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; makes timely decisions; uses time efficiently; applies feedback to improve performance; monitors own work to ensure quality; completes work in timely

Communication –Communicates effectively and efficiently with a wide range of individuals. Communicates in a timely manner, and maintains professionalism when communicating with others.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience - High school diploma or GED. At least 6 months of work or volunteer experience in related area: education (e.g., tutoring, special education, regular education, etc.), psychology, behavior analysis, child development, counseling, job/vocational coaching.

Language Skills - Ability to read or hear and understand written or verbal instructions, company policies and procedure manuals, safety rules, etc. Ability to write reports and correspondences. Ability to effectively present information in one-on-one and small groups of students and answer questions from teaching staff, students, parents and school district personnel.

Mathematical Skills - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret a variety of graphs.

Reasoning Ability - Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret data in mathematical or diagram form and deal with several abstract and concrete variables.

Computer Skills - A basic working knowledge of internet, e-mail and Word (or other similar word processing program). Touch Chat and Proloquo a bonus.

Certificates, Licenses, Registrations - Employee must have at least a high school diploma or GED equivalent.

Physical Demands

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. When performing activities throughout the day related to the educating of students, the Behavioral Support Staff spends the day sitting, standing or walking in the classroom or out in the community. The Behavioral Support Staff will frequently hold light objects they are working with and demonstrating, etc. These can be held from below waist level to slightly above the Behavioral Support Staff's head. He or she must be able to walk through the classroom and maneuver in tight spaces between desks, etc. Working with students entails kneeling or squatting, stooping, and bending from 30-90 degrees at the waist on an occasional to frequent basis on a given day. The whiteboard is frequently used which can require grasping the pen or eraser, reaching at, below, or above shoulder height with the dominant upper extremity and may require trunk or neck rotation to look at the student.

2. A Behavioral Support Staff is required to assist in physical education class and Community Based Instruction. This can involve lifting up to 50 lbs., bending, squatting, kneeling, sitting, walking, running, twisting, swimming, jumping, riding bikes, etc. while assisting, engaging and monitoring students. This may also involve walking on even and uneven surfaces including dirt, sand, grass, concrete, asphalt and negotiating city sidewalk curbs, etc.

3. The Behavioral Support Staff will use computers (desktop or laptop), TV, DVD player, radio, ipad, etc. based on the lesson and needs of the student. It may require up to 25 pounds of force to carry or move equipment. It is also necessary to have good finger and wrist dexterity, and be able to physically lean forward, bend, squat, kneel, etc. when working with equipment, plugging it in, etc.

4. The Behavioral Support Staff occasionally moves classroom furniture to change the layout of the immediate area the student is working in to influence the learning situation or bring supplies into the classroom for student instruction. It is occasionally necessary to lift and carry boxes weighing up to 35 pounds from various locations on the campus to the classroom or vice versa.

5. The Behavioral Support Staff must sit on an occasional basis when creating visuals and other teaching materials, working with data and writing reports, filling out Communication logs, etc. This is usually done at a table or desk with forward bending from the waist, leaning on forearms, and looking down requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc. and have good finger and wrist dexterity in order to use a computer keyboard and mouse efficiently, occasionally or frequently, depending on the day.

6. The Behavioral Support Staff must be able to see and hear on a continuous basis, as well as speak clearly and frequently. Positions may vary from standing, sitting, walking etc.

7. The Behavioral Support Staff will occasionally be required to use blocking, physical prompting or escorting with students exhibiting maladaptive behaviors for students *up to 200 pounds*.

****Behavior Support Staff spend *most of the day* on their feet and moving around.**

Work Environment

The work environment characteristics described here are representative of those an employee may encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The Behavioral Support Staff will work in a variety of settings: in a classroom, various other rooms on campus, outside on campus and off campus in the community. The noise level in these environments is usually at a moderate level, but can range from quiet to loud. The Behavioral Support Staff will assist in instructing students during school hours and may be required to meet with parents, teachers or other staff before or after school hours.

Hazards:

Potential exposure to physical injury from aggressive student behavior.

Acknowledgements

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

PRINT: Employee Name

Date

ACKNOWLEDGED: Employee Signature