CLASS TITLE: BEHAVIOR SUPPORT ASSOCIATE (PHOENIX)

BASIC FUNCTIONS:
Under the direction of a school principal, implement evidence-based behavioral strategies for students with various special needs; implement directed academic, social, and behavioral learning experiences for individuals and groups; monitor and report student progress regarding behavior and performance; implement behavioral services to students with emotional disturbance in school settings; provide support to teachers and paraeducators who implement behavior instruction to students; collect behavioral data for behavior intervention plans and student IEPs; collaborate with various staff members individually and in groups; follow, model, and/or implement program recommendations.

REPRESENTATIVE DUTIES:
Implement evidence-based behavioral strategies for students with various special needs in the school and community (note this would be for bus, off campus, park etc.) setting; *E*
Implement directed academic, social, and behavioral learning experiences for individuals and groups; *E*
Assist in collection of data for positive behavior intervention plans; *E*
Support teachers and paraeducators in modeling and implementing positive behavior support plans and behavior intervention plans for student IEPs to teach and generalize behaviors and coping strategies; *E*
Provide behavioral services to students with a variety of special education students, including those with Emotional Disturbance, Attention Deficit-Hyperactivity Disorder, Traumatic Brain Injury, Autism, and other disabilities; *E*
Collaborate with various staff members and agencies, individually and in groups, e.g., regularly attending a variety of meetings, clinics, and/or training sessions; *E*
Develop positive professional relationships with students providing a way to support a student as needed for de-escalation during a behavioral episode;
Provide program input, support program procedures, and implement program recommendations; *E* and
Perform related duties as assigned. *E*

KNOWLEDGE AND ABILITIES:
KNOWLEDGE OF:
Evidence-Based Behavioral Strategies and Nonviolent Crisis Prevention Intervention (NCPI);
Appropriate safety precautions and procedures for classroom, home, and recreational activities.
Interpersonal skills using tact, patience, empathy, and courtesy;
Oral and written communication skills, including correct English usage, grammar, spelling, punctuation and vocabulary; and
Use and operation of a word processor, computer and standard office equipment.
ABILITY TO:
Learn about and provide for the general needs and behaviors of children with emotional disturbance;
Support Paraeducators and Teachers in the development, implementation, and reinforcement of CBIP/PBIP plans and goals;
Present educational materials, lessons, programs, and projects to students with varying degrees of impairment;
Implement behavioral strategies and program modifications in accordance with a student’s Individualized Education Program (IEP);
Complete and maintain certification in Non-Violent Crisis Prevention Intervention;
Work effectively with parents, teachers, students, other staff and the general public;
Understand and accurately follow oral and written instructions;
Communicate effectively both orally and in writing;
Establish and maintain cooperative and effective working relationships with others;
Analyze situations accurately and adopt an effective course of action;
Meet schedules and time lines;
Plan and organize work; and
Work independently with little direction.

EDUCATION AND EXPERIENCE:
Two (2) years of successful experience in a paid or volunteer position working with children with Emotional Disturbance, Attention Deficit-Hyperactivity Disorder, Traumatic Brain Injury, Autism and/or other disabilities, including the use of appropriate academic and behavioral strategies; SELPA-approved Nonviolent Crisis Prevention Intervention (NCPI) Certification preferred
One (1) year of the experience requirement may be met by substituting a Bachelor’s degree in Social/Behavioral Science, e.g., Psychology, Social Work, Sociology.

LICENSES AND OTHER REQUIREMENTS:
REQUIRED:
Valid California driver’s license.

DESIRABLE:
Possession of a valid American Red Cross Standard First Aid certificate.
Possession of a valid American Red Cross Cardiopulmonary Resuscitation certificate.

WORKING CONDITIONS:
ENVIRONMENT:
Classroom, playground, and community settings, which may include inside and outside environmental conditions;
Driving a vehicle to conduct observations of special education programs; and
Driving a vehicle to provide services at more than one location and with multiple students.

PHYSICAL ABILITIES:
Hearing and speaking to exchange information and to make presentations;
Dexterity of hands and fingers for operating office equipment,
Carrying, pushing or lifting classroom equipment and supplies;
Bending at the waist;
Lifting objects weighing up to 40 pounds;
Reaching over head, above the shoulders or horizontally to store equipment;
Seeing to observe students in classroom activities; and
Moving around a classroom or playground environment freely and independently enough to observe children naturally and unobtrusively.

Should an applicant require reasonable accommodation, the Ventura County Office of Education will consider that upon request.

HAZARDS:
Exposure to students with behavioral problems, who may: 1) become hostile and/or disorderly; and 2) exhibit physically aggressive behavior.