



PERSONNEL COMMISSION

Class Code: 5035
Salary Range: 20 (C1)

INSTRUCTIONAL ASSISTANT-INTENSIVE BEHAVIORAL TREATMENT

JOB SUMMARY

Under general supervision, provide one-on-one Applied Behavior Analysis (ABA) to designated students in a variety of educational settings including the home, community and classroom; participate in behavior modification and management of students; assist students with and demonstrate proper physical care and hygienic needs; perform related duties as assigned.

EXAMPLES OF DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Provide one-on-one Applied Behavior Analysis (ABA) to designated students in a variety of educational settings including the home, community and classroom; drive a vehicle to conduct work. **E**
- Confer with supervisors, teachers and specialists to coordinate instructional efforts, implement Individualized Education Programs (IEP's) and create daily behavioral learning activities; utilize appropriate methods of instruction to achieve goals and objectives set forth in the IEP. **E**
- Work with individual students in a variety of areas based on individual needs such as sitting and attending, generalization, stimulus control, sensory integration, functional skills, communications and language development skills, self-help, visual perception and academics including appropriate prompts to build independence; utilize the Picture Exchange Communication System (PECS) methodology; prepare instructional materials. **E**
- Assist students with and demonstrate proper methods of physical care and personal hygiene including toileting, eating, grooming and dressing; capitalize on appropriate behaviors and establish favorable reactions to environmental cues. **E**
- Prepare and maintain daily data, detailed case records, notes and progress reports related to assigned students and activities; maintain confidentiality of sensitive and privileged information. **E**
- Observe, monitor and report progress regarding student performance and behavior to parents and District staff; confer with supervisors, teachers and specialists to apply behavior modification and management programs. **E**
- Observe and manage behavior of students according to approved procedures; build motivation in students by rewarding performance of desired behaviors and

completion of tasks with tangible or external reinforcement. ***E***

- Accompany and monitor students in a variety of non-classroom activities including community based outings that assist students with developing social and community skills; assist students on and off the bus as necessary. ***E***
- Operate a variety of office and instructional equipment including a copier, laminator and computer and assigned software; operate adaptive equipment such as augmentative communication devices as necessary. ***E***
- Assure the health and safety of students by following health and safety practices and procedures. ***E***
- Attend a variety of meetings, workshops and in-service trainings to maintain current knowledge of developments in the field of special education; attend mandatory clinic meetings. ***E***
- Assist with student assessments as directed.
- Direct students in group activities as assigned.

Note: At the end of some of the duty statements there is an italicized “E” which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS

The Instructional Assistant-Intensive Behavioral Treatment classification is distinguished from other instructional classifications by the varying locations at which work is performed, absence of immediate supervision, the independent judgment exercised and the special needs of the population served. Positions assigned to this class are further distinguished by the emphasis on knowledge of methodologies found to benefit some children including but not limited to, Discrete Trial Training, Picture Exchange Communication System (PECS) and Pivotal Response and Floor Time. Incumbents drive a personal vehicle to travel to student’s homes and other locations including the classroom and community and provide one-on-one intensive behavioral intervention services (Applied Behavioral Analysis).

EMPLOYMENT STANDARDS

Knowledge of:

Special needs and requirements of students with autism.

Child guidance principles and practices related to children with special education and autistic needs.

Applied Behavior Analysis methods.

Basic subjects taught in District schools including but not limited to arithmetic, grammar, spelling, language and reading.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Record-keeping and report preparation techniques.
First Aid and CPR procedures.
Personal hygiene practices.
Health and safety regulations.

Ability to:

Provide one-on-one Applied Behavior Analysis (ABA) including Discrete Trial Training to designated students in the home, community or classroom.
Demonstrate an understanding, patient and receptive attitude toward students.
Observe and manage behavior of students according to approved procedures.
Monitor and evaluate student progress.
Work independently with little direction.
Prepare and maintain detailed case records and reports.
Prepare lessons and instructional materials for students.
Communicate effectively both orally and in writing.
Operate a variety of office and instructional equipment including a computer and assigned software.
Maintain confidentiality of sensitive and privileged information.
Plan and organize work.
Determine appropriate action within clearly defined guidelines.
Understand and work within scope of authority.
Observe health and safety regulations.
Administer First Aid and CPR.
Drive a vehicle to conduct work.
Establish and maintain effective relationships with those contacted in the course of work.

Education and Training:

Consistent with the No Child Left Behind Act of 2002 and other related legislation, candidates for this classification must meet the following standards:

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

1. Completion of at least two years of study (48 semester units or 60 quarter units) at an institution of higher education; Or
2. Attainment of an Associate of Arts degree or higher degree; Or
3. Meeting a rigorous standard of quality by receiving a passing score in an examination administered by the Personnel Commission which demonstrates the knowledge and ability to assist in instructing reading, writing and mathematics.

Experience:

One year of experience working with students with autism including some demonstrated experience implementing Applied Behavioral Analysis programs.

Or

One year of experience at the level of LBUSD Instructional Aide-Special, supplemented by District-provided training in the special needs requirements of students with autism.

Any other combination of training and experience that could likely provide the desired skills, knowledge or abilities may be considered, however, experience cannot substitute for the required minimum education.

SPECIAL REQUIREMENTS

Positions in this classification require the use of a personal automobile, the possession of a valid California Class C Driver's license and proof of current and appropriate auto insurance coverage at the time of appointment.

Incumbents must obtain a valid First Aid and CPR certificate within the designated probationary period for this classification.

WORKING ENVIRONMENT

Home, community or classroom environment.

Driving a vehicle to conduct work.

Evening or variable hours.

Potential for contact with impulsive, frustrated and agitated students, who may demonstrate aggressive behaviors.

PHYSICAL DEMANDS

Lifting and carrying light objects and instructional equipment typically weighing up to 20 pounds.

Dexterity of hands and fingers to operate a variety of assigned equipment.

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

Standing, stooping and walking.

Hearing and speaking to exchange information in person or on the telephone.

Seeing to monitor students and read a variety of materials.

AMERICANS WITH DISABILITIES ACT

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

APPOINTMENT

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

PCA: 11/7/02
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