AUSTIN ISD
JOB DESCRIPTION

JOB TITLE:	**GF ASSISTANT THERAPEUTIC BEHAVIOR**			FLSA STATUS:	**NON-EXEMPT**
PAY GRADE:	**IS 7**	DUTY DAYS:	**209**	DATE REVISED:	**03/13/2026 HC**
FUNDING SOURCE:	**THIS POSITION IS PARTIALLY OR FULLY FUNDED THROUGH LOCAL AND/OR GRANT SOURCES. CONTINUED EMPLOYMENT IN GRANT-FUNDED POSITIONS IS CONTINGENT UPON AVAILABILITY OF FUNDS.**				

MINIMUM QUALIFICATIONS:

This position requires a minimum of 48 college hours or an associate degree or higher from an accredited college or university or a high school diploma (or equivalent) and successful completion of the Austin Community College ParaEducator Institute course, Region 13 Education Service Center Paraprofessional Program, or similarly approved program/course. Additionally, this position requires an Educational Aide certificate as required by the State of Texas and/or Austin ISD and some experience working with children is required. A Registered Behavior Technician Certification is preferred. This position requires the completion of the 40-hour ABA Training course through the district's professional development platforms within 90 days of hire.

SKILL REQUIREMENTS:

This position requires knowledge of educational and physical assistance techniques to work with all grade level students who have social/emotional or behavioral difficulties. This position requires basic understanding of subject areas to be taught and ability to interact with and relate to children. Incumbent must have the ability to work with students with physical, emotional, educational, and/or intellectual disabilities. Incumbent may be required to operate a variety of office equipment, including photocopiers, laminating machines, and audiovisual equipment. Incumbent may also be required to operate equipment used in vocational classes (e.g., lawn mowers, tillers, band saw). Incumbent must have knowledge of CPR and other basic first aid techniques, and other specialized knowledge pertaining to subject areas and/or specific assignments (e.g., foreign languages, sign language, physical restraint/CPI training); specialized equipment. Incumbent must be able to physically lift and assist students as needed or willing to be trained on above requirements. Employees in this position must be able to read, write, and speak/communicate in English in order to receive and to provide work-related information in a timely manner to other employees, supervisors, principals, school personnel, volunteers and where appropriate, visitors and students.

JOB PURPOSE AND RESPONSIBILITY:

This position is responsible for assisting special education teachers in preparation of materials and instruction as well as meeting the social, emotional, and physical needs of students with disabilities. Incumbent must exercise judgment in handling student behavioral challenges and in assessing students' skill levels and needs. All work must be done in accordance with Austin ISD policies and procedures.

ESSENTIAL FUNCTIONS:

- Understand behavioral needs of students with disabilities utilizing trauma informed practices and build knowledge of functions of behavior.
- Work with individual students with disabilities or groups of students in a variety of educational settings.
- Implement individualized behavior support plans (BIPs) under the supervision of a Behavior Specialist, BCBA, or supervising staff.
- Collect accurate, ongoing data on student behaviors and skill acquisition to monitor student progress.
- Assist with skill-building in communication, social skills, self-help, and academics.

- Follow behavior reduction protocols and use appropriate reinforcement strategies.
- Participate in team meetings and training sessions to discuss student progress and treatment updates.
- Communicate professionally and effectively with families, caregivers, and other team members.
- Maintain confidentiality and uphold ethical standards according to the Texas Education Agency and Austin ISD.
- Monitor students with disabilities in special education on school campus and in community settings (e.g., accompany special education students to the office, bus, nurse, class). Supervise/oversee students with disabilities in special education in the classroom, cafeteria, playground, and other areas.
- Receive training and display a willingness to work with students who may exhibit high intensity or aggressive behaviors including completion of the 40-hour ABA Training course through district professional development platforms.
- Learn behavior management strategies and techniques to support emotional and social needs of students.
- Demonstrate a calm and supportive demeanor with students during a crisis which may include situations involving physical or verbal aggression, utilizing district approved strategies and interventions as outlined in Crisis Prevention Institute (CPI).
- Utilize trauma informed responses with students during times of need.
- Support students during escalation phases using trained de-escalation techniques, maintaining safety and dignity.
- Physically support students to include mobility, transporting/lifting, which are physically demanding.
- Serve students with high intensity behaviors in a manner that is appropriate and utilize techniques that are in alignment with district policies, procedures, and practices.
- Supervise/oversee students and maintain safety within their expected daily schedule.
- Willingness to attend all appropriate training including all district behavior professional development and those as appropriate by our local service center.
- Receive training and apply skills learned in behavior management and academic support based on the student's individualized education plan.
- Collaborate with a team (special education teacher, general education teacher, administrator, district level behavior specialist, supervisors and coordinators etc.) to ensure consistent communication for all stakeholders supporting the student.
- Monitor and oversee students with disabilities in special education school campus and in community settings (e.g., accompany special education students to the office, bus, nurse, class) and provide support and services as needed.
- Assist students physically, after appropriate training, perform designated medical/health procedures by physician (e.g., catheterization, gastronomic, etc.) and assist students with all physical functions (e.g., toileting, diapering, writing, eating, walking, sitting, standing) as needed.

- Move and position students as directed by teacher and/or Occupational or Physical Therapist and move adaptive equipment and push wheelchairs.
- Ensure specific materials and supplies are ready for classroom use.
- Alert teacher of an individual child's special needs or problems.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect.

OTHER DUTIES AS ASSIGNED:

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

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. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

Tools/Equipment Used: Standard office equipment including computer and peripherals; standard instructional equipment

Posture: Moderate standing; occasional kneeling, squatting, bending, and stooping

Motion: Moderate walking

Lifting: Regular light lifting and carrying (less than 45 pounds).

Environment: Work inside and outside (exposure to sun, heat, cold, and inclement weather); exposure to noise Work is generally conducted in a classroom environment depending on course material or activities assigned. Career and Technical classes may be taught outdoors or in a machine shop environment. Field trips and recess may require outdoor activities.

Mental Demands: Work with frequent interruptions; maintain emotional control under stress. environment. Field trips and recess may require outdoor activities. Unusual working conditions exist because of working with children with disabilities. "Disabled" may mean physically, emotionally, or educationally.

Mental Demands: Work with frequent interruptions; maintain emotional control under stress.

PERSONAL WORK RELATIONSHIPS:

This position works under the supervision of a classroom teacher and/or principal. The teacher reviews all work to ensure that material is presented properly, and a formal evaluation is conducted annually. Incumbent has contact with students to provide job-related instruction, guidance, and serve as an appropriate role model. Incumbent has contact with teachers and principals to receive instructions and feedback, assist in planning, and discuss students' progress/performance. The incumbent has contact with parents in order to discuss students' progress/performance and to listen to questions and concerns.

The Austin Independent School District provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

I have read & acknowledged the job description above.

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Employee Signature:		Date:	