



**TITLE: SPECIAL ED/ALTERNATIVE ED BEHAVIOR ASSISTANT**

**FLSA: Non-Exempt Classified**

**Salary Range: 13**

**PURPOSE:** To support student learning through coordination and support of program staff and delivery of services in the area of Alternative Education through positive behavior support. This position will assist staff and students in the Alternative Education Program.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Supports building/district behavior management program and related school policies/procedures by working with other staff members, students, and parents, in a manner consistent with administrative and licensed educator direction.
- Provides consultation and/or technical assistance to staff regarding behavior intervention strategies.
- Engages in interventions when behavior needs develop and works with students to deescalate the situation, in alignment with behavior support plans, and promote positive behavior.
- Collaborates in partnership with licensed staff on Functional Behavior Assessments (FBAs) and Behavior Support Plans (BSPs)
- Assists the teacher with documentation during observations and intervention sessions, prepares materials and assists with other clerical duties, maintaining student records in a secure and confidential manner at all times.
- Provides physical intervention practices to maintain and support the safety of physically aggressive students only when necessary (always use least restrictive techniques).
- Facilitates and instructs students in small groups and one-on-one settings, teaching academic and behavioral strategies to achieve goals and objectives.
- Helps students develop positive interpersonal relationships with peers and adults; promoting safety of the students by helping them develop self-confidence and improve pro-social skills.
- Provides education regarding appropriate interpersonal actions such as responding to discipline problems or acting as a role model.
- Develops and tracks the use of behavior support materials for students.
- Responds to the community, developing contacts and resources available to students.
- Follows and implements a behavior plan in response to incidents involving violation of program rules, conflict among students, or in relation to the program's behavior interventions between students and staff.
- Uses tools and strategies that are identified for the program's needs that can include characteristics of disabilities, learning styles, teaching techniques, behavior management techniques, social skills curricula, social stories, use of visual schedules and work systems, and problem solving behavioral issues.
- Attends in-service and workshop training related to area of assignment, applying training to instructional responsibilities.
- Assists teachers, professional staff or other school employees in selecting, obtaining, and developing behavioral instructional support materials.
- Under the direction of an administrator and licensed educator, imposes student discipline following the guidelines of the district/building/program behavior management plan and attendance policy.



- Under the direction of an administrator and licensed educator, communicates with staff, students, and parents about student behavior and attendance issues in a manner consistent with district policies and procedures.
- Arranges and facilitates meetings among parents, staff, and students, when appropriate, to clarify behavior expectations, as well as identify and resolve issues.
- In collaboration with a school team develops individual behavior/attendance plans to encourage students to handle conflicts by teaching alternative resolution methods.
- Serves as a collaborator with all peer staff in a manner that promotes team development and effective work.
- Works collaboratively with administrators and all staff members to enforce positive behavior among students.
- Observes, interprets and records data involving behavior data and interprets data for behavior team meetings.
- Effectively works with and responds to people from diverse cultures or backgrounds.
- Participates in developing and training building staff to implement student support plans for individual students.
- Maintains, stores, and retrieves information in a timely, accurate, and efficient manner using standard office systems, equipment and software.
- Supervises students outside the classroom, as assigned, to support the district/building's discipline and instructional program.
- Participates with the teacher in research projects, in-service training, and public relations programs in a manner that supports the district educational plan.
- Maintains high standards and expectations for students in a manner that encourages independent learning and personal growth.
- Provides other related services as assigned.

**GENERAL PERFORMANCE REQUIREMENTS:**

- Performs duties in a courteous and efficient manner that builds the confidence of staff, students, and the public in the Corvallis School District and enhances learning.
- Observes laws, district policies and procedures, and professional standards for the position.
- Establishes and maintains effective working relationships with school personnel, parents, students and the public; work collaboratively as a team member.
- Maintains regular attendance at work and work activities and is punctual in meeting deadlines, attending meetings, and following schedule.
- Carries out work responsibilities with strong organizational skills effectively under pressure of deadlines, difficult situations, interruptions, and new or emergency conditions.
- Respects confidential information and the privacy of students, staff, and parents.
- Supports students and staff in the district's career-related learning standards to encourage the development of independent work skills through career exploration and community involvement.
- Develops job skills necessary to meet changes in the position.
- Maintains personal appearance and hygiene appropriate to the position as defined by the district.
- Meets applicable district physical ability/health and safety guidelines for the position.
- There may be occasions when employees in this job classification may have to physically restrain some students.



**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.

- An associate's (or higher) degree, two years post secondary study, or a passing score on a district approved assessment.
- Direct instructional experience with individuals with behavior support needs, preferred.
- Minimum of two years direct instructional experience with students with behavior support needs.
- Demonstrate understanding of relationships between communication, behavior, and programmatic structures.
- Working knowledge of instructional methods and techniques (including positive behavior support) for students with behavior support needs.
- Ability to obtain and utilize the latest research information and teaching techniques in the field of behavior support.
- Holds current Crisis Prevention Institute (CPI, 'Nonviolent Crisis Intervention Training') certification, including disengagement strategies and holding skills, or the ability to obtain certification within two months of hire.
- Ability to communicate effectively, both orally and in writing.
- Ability to formulate and implement ideas for program improvement.
- Ability to collect, record, store, retrieve, assimilate, organize, and utilize information and records efficiently.
- Ability to understand and implement the school/program's student discipline policy and manage student behavior effectively.
- Ability to understand and implement the school/program's instructional goals and carry out work assignments in a manner that supports those goals.
- Ability to interact effectively and collaboratively with individuals and groups of all ages.
- Demonstrated ability to develop, organize and carry out work assignments, and to plan and direct the work of students and others associated with the program.
- Ability to effectively perform multiple, simultaneous tasks with numerous interruptions.
- Proficient in use of classroom/program equipment and technology.
- Ability to obtain specialized training as required (ex. Transportation Aid Training, Character Strong, Base Education).
- Ability to travel among district facilities as needed; if driving, the ability to meet district driving standards.
- Ability to obtain driver's license with a Type 20 certification to drive student activity bus.
- Standard First Aid certification, or the ability to obtain certification within two months of hire, may be required.



**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.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is regularly required to stand and use hands to finger, handle, or feel objects, tools, or controls. The employee is required to regularly walk (occasionally on an uneven surface), occasionally sit and reach with hands and arms (frequently reaching above the shoulder), stoop kneel, or crouch. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and the ability to adjust focus.

The employee may drive occasionally, and regularly must lift, move, and/or carry up to 25 pounds, frequently lift and/or move up to 50 pounds. The employee may be required to engage within holds and restraints of students.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment could be usually low to occasionally moderate.

**NOTE:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions, or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify, or delete any aspect of this (or the position itself) at any time as it deems advisable.

**EMPLOYEE STATEMENT:** I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation (s) in order to fulfill any or all of these essential functions, I will inform the district prior to actually beginning work.

I have read and understand this job description.

Signature

Date

**SPECIAL EDUCATION BEHAVIOR SPECIALIST**

**ADDENDUM: WORKPLACE EXPECTATIONS-Requires Signature**