

LOCAL DISTRICT CLASSIFICATION PLAN

CLASS TITLE: INSTRUCTIONAL ASSISTANT III- (RBT-TRAINED)

BASIC FUNCTION:

The RBT-trained paraprofessional supports the implementation of behavior intervention plans and instructional strategies under the supervision of a Board Certified Behavior Analyst (BCBA) or qualified special education teacher. This role focuses on increasing student independence, promoting positive behavior, and assisting with academic and social-emotional programming for students with disabilities, particularly those with autism and related developmental disorders.

DISTINGUISHING CHARACTERISTICS:

- **Instructional Assistant Level I** positions are general education classroom aides who support certified teachers by assisting with academic tasks, classroom routines, and student engagement. This role does require specialized training in behavior intervention and safe crisis management.
- **Instructional Assistant Level II** positions are assigned to special education classrooms that serve students with more complex needs. These assistants provide direct support in managing behaviors, implementing accommodations, and supporting functional skills. Safe Crisis Management (SCM) training is required due to the nature of behavioral and safety-related responsibilities in these settings.
- **Instructional Assistant III** positions build upon the responsibilities of Instructional Assistant II roles but require additional certification as a Registered Behavior Technician (RBT). These aides work in intensive needs classrooms and support the implementation of behavior intervention plans under the supervision of a BCBA or special education teacher, in addition to holding SCM training.

Reports To:

- Building Principal
- Special Education Teacher
- Board Certified Behavior Analyst (BCBA)

Essential Duties and Responsibilities:

- Implement behavior support plans, reinforcement systems, and individualized goals as directed by the supervising BCBA and/or special education teacher.

- Collect and record data on targeted behaviors, skill acquisition, and student progress in accordance with established protocols.
- Provide direct 1:1 or small-group support to students in inclusive, resource, or self-contained settings.
- Assist students with adaptive daily living skills, including toileting, feeding, hygiene, and mobility, when necessary.
- Utilize de-escalation techniques and crisis intervention strategies consistent with training and district policies.
- Collaborate with the IEP team to maintain consistent support across settings and participate in relevant meetings when appropriate.
- Maintain student confidentiality and comply with HIPAA, FERPA, and ethical guidelines in all interactions and documentation.
- Participate in ongoing training, professional development, and supervision requirements for maintaining RBT credentials (if applicable).
- Tutor individuals or small groups of students typically with a disability or handicap, reinforcing and implementing instruction as directed by the teacher; maintain records of student progress.
- Participate as a member of an instructional team including remediation teams; develop appropriate relationships with parents and team members; serve as a resource person to the student personnel evaluation team.
- Transport students to and from activities and assist in preparations for treatment as required.
- Assist in administering diagnostic and other tests; score and record test information; read, understand, and assist in implementing, recording and monitoring student's IEP
- Monitor and report behavior of students according to approved procedures; report progress regarding student performance and behavior; check and assist students with lab work as necessary.
- Provide support to the teacher by setting up work areas, displays and exhibits, operating audio-visual equipment, operating educational training equipment and distributing and collecting paper and supplies.
- Assist in overseeing students while in labs or other activities; provide for supplies inventory as necessary.
- Assist students in such physical tasks as putting on and taking off of outer wear, transitioning, using the lavatory and others; assist students in getting on and off the bus.
- Operate instructional and office equipment.
- Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading.
- Safe practices in classroom and playground activities.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques

ABILITY TO:

- Learn child guidance principles and practices.
- Communicate and maintain effective relationships with students, parents, staff and the public including members of ethnic communities.
- Print and write legibly.
- Understand and follow oral and written directions.
- Learn procedures, functions and limitations of assigned duties.
- Communicate effectively both orally and in writing
- Learn to apply and explain policies and procedures related to school and program activities.
- Work cooperatively with others.
- Monitor, observe and report students behavior according to approved policies and procedures.

Required Qualifications:

- High school diploma or GED (Associate's degree in education or a related field preferred or successful completion of the Paraeducator Exam)
- Current certification as a **Registered Behavior Technician (RBT)** through the **Behavior Analyst Certification Board (BACB)** or agreement to participate in a district-supported RBT training program
- Demonstrated experience working with children with special needs, particularly students with Autism Spectrum Disorder (ASD)
- Training in SCM, safe crisis management system (or willingness to be trained)

Preferred Qualifications:

- Experience in school-based behavior support roles
- Familiarity with data collection tools (e.g., ABC charts, frequency counts, interval recording)
- Knowledge of Applied Behavior Analysis (ABA) principles
- Ability to work as part of a collaborative educational team

Working Conditions:

- May involve working indoors and outdoors, with students who have intensive needs and may engage in aggressive, self-injurious, or disruptive behavior
- Must be able to lift, position, or transfer students, if required for mobility or safety
- Requires mental alertness, physical stamina, and emotional resilience