

Position Title: Behavior Support Assistant

Code:

Department: Early Childhood & Special Education Services

Group: INSUP

Reports to: Supervisor of Special Education Services

Date: August 2025

PURPOSE OF POSITION:

The Behavior Support Assistant will assist the on-site support team members (Special Education Consultant, Social Worker or School Psychologist) and Instructional staff to provide a physically and emotionally safe school environment for students. This will be accomplished through proactive and preventative means as well as interventions designed to address extreme behaviors including mental health crises and juvenile crimes.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
 - ***professional and courteous verbal and nonverbal communication***
 - ***proactive problem solving***
1. Assist on site team in supporting and preventing behavior and discipline problems by planning and consistently enforcing procedures for an orderly school environment.
 2. Facilitate conflict resolution and mediation between staff and students or student to student.
 3. Communicate effectively with other professionals, parents, law enforcement, and agency personnel in crisis intervention and discipline issues according to students IEP's, Behavior Management Plans, and IU 13 Policy, as requested by a supervisor.
 4. Will be responsible to monitor students outside of the classroom to ensure safety and supervision. This includes arrival, departure, cafeteria, hallways, and outdoor areas as well as students in need of time-out.
 5. Participate in Social Skills Groups, Adventure Based Learning activities, Mini Business operation, and other instructional activities as appropriate in order to model positive participation for students.
 6. Accurately document student behavior via anecdotal logs and IU 13 forms in a timely manner.
 7. Implement metal detector scans and student searches as per IU 13 Policy and school rules.
 8. Adheres to the established work schedule through regular and consistent attendance.
 9. Fulfills all other duties as required by the Program Supervisor.
 10. Contributes to the effective team management of all events, problems, issues, and opportunities.
 11. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.

This is not a complete itemization of all facets of this position.

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MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education/Experience Required: Associate degree or higher in related field; or an associate degree in any field along with a minimum of 2 years' experience successfully supporting individuals with challenging behaviors.

Certification Required: Approved crisis management system (see Essential Physical Requirement section)

Desired Certification: CPR/First Aid/AED

Skills Required: Team player on an educational team and familiarity with the unique student rights and regulations governing special education placement.
Excellent communication and problem solving skills.

ESSENTIAL PHYSICAL REQUIREMENT:

The strength and ability to lift and/or assist in lifting students ranging in age from pre-school to twenty-one and any assistive appliances, for example: wheelchair.

The ability to physically restrain students in emotional stress by using the Crisis Prevention Institute Training (CPI), Safe Crisis Management (SCM) or Quality Behavior Supports (QBS) method, depending on program need, for which training will be provided.

Must be able to contextually run/sprint after/to an eloping child and be able to help a learner off the floor should they drop to the floor under their own power.

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities: Sit: 20% Walk/stand: 80% Lifting: Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below)

Vision: Close concentration

Mental Demands: Interpret, analyze and problem solve

Environment: School buildings and grounds

I have reviewed the essential functions; knowledge and skill requirements; and physical/mental environmental demands of this position. By my signature below, I am verifying that I am able to fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodation.

Print Name

Signature

Date