

SAN DIEGO COUNTY OFFICE OF EDUCATION
Personnel Commission

**CLASS TITLE: SPECIAL EDUCATION CLASSROOM
 BEHAVIOR INTERVENTION AIDE**

DEFINITION:

Under immediate supervision, in a special education classroom, supports special education students with social and emotional needs through behavioral interventions and academic support; performs student data collection tasks; assists teacher with classroom maintenance and operation.

REPRESENTATIVE DUTIES:

ESSENTIAL FUNCTIONS:

Deescalates students who are emotionally upset or frustrated.

Provides close supervision to students to ensure interactions are socially appropriate and safe.

Effectively prompts students to behave in a safe, respectful and productive manner.

Positively reinforces replacement behaviors.

Shadows students who leave their classroom or campus without permission.

Writes up objective behavior incidents.

Physically holds students in a safe manner when they exhibit behaviors that are physically unsafe to self or others.

Reviews and updates records and inputs statistical data to computers.

Maintains special education files and student records in prescribed program formats.

Assists in the preparation and distribution of routine program reports including student data reports.

Tutors individuals and small groups of students in various subject areas.

Assists the teacher with supervision of students.

Maintains awareness of physical and emotional changes in students and reports concerns to the teacher and therapist.

Administers tests to students and posts test results.

Scores papers and posts scores to student records.

Operates audiovisual equipment such as movie and overhead projectors and DVD's.

Assists the teacher in preparing instructional materials, organizing supplies, setting up classroom displays, and general cleanup and maintenance.

NON-ESSENTIAL FUNCTIONS:

Performs related duties as required.

CREDENTIALS, CERTIFICATES, LICENSES OR OTHER REQUIREMENTS:

None

NO CHILD LEFT BEHIND ACT (NCLB) REQUIREMENT:

In order to satisfy the paraprofessional requirements of the NCLB Act, applicants must meet one of the following requirements:

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's (or higher) degree;
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading (or readiness), writing (or readiness), and mathematics (or readiness).

EDUCATION AND EXPERIENCE:

In addition to meeting the NCLB requirement for employment detailed above, applicants must have a combination of education, training and experience which would clearly demonstrate possession of the knowledge and abilities detailed below. An example of a typical qualifying background would include completion of college-level course work in general academic subject areas such as math, science and English, and work experience in a school, other educational environment, or mental health environment. Experience working with students with social and emotional needs is highly desirable.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Behaviors typical of students identified with emotional disturbance

Behavior principles

De-escalation techniques

Behavior intervention strategies

Student supervision skills

General high school academic subject areas such as math, science, social studies and English

Basic office and classroom equipment including computers and word processing software

ABILITY TO:

Stay calm in stressful situations

Deescalate a student in crisis using research based interventions

Learn safe physical holds of students and utilize when necessary

Supervise students who leave the campus without permission

Quickly learn to operate software associated with the instructional program

Observe and record data effectively

Tutor individual students and small groups

Communicate effectively orally and in writing

Work effectively independently and as part of a team with minimum supervision

Take direction from administrators and teachers

Organize and prioritize work

Meet continuous deadlines in a fast-paced environment

Exercise appropriate judgment in making decisions

Establish and maintain effective working relationships with those contacted in the course of work

Maintain confidentiality of information

Demonstrate attendance sufficient to complete the duties of the position as required

Complete routine tasks thoroughly, accurately and with attention to detail

WORKING CONDITIONS & PHYSICAL ABILITIES:

Classroom environment. Must have the ability to travel to and from school/work sites as job requires.

Must be able to hear and speak to exchange information; see to read printed materials and computer screens; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other classroom equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store materials; handle and restrain students in carrying out assigned duties.

Established: February 20, 2013

Revised: May 6, 2015

Approved by Personnel Commission: February 20, 2013