Job Title: Behavioral Intervention Assistant

Reports To: District Behavior Specialist and/or Program Supervisor

FLSA Status: Non-Exempt

JOB SUMMARY

Under the direction of the District Behavior Specialist and/or Student Services Administrator, the Behavioral Intervention Assistant assists in the development, implementation and monitoring of behavior support plans for students with severe behavioral and special needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Collaborates with the District Behavior Specialist on the implementation of Functional Behavior Assessments and the development of Behavior Intervention Plans.
2. Works directly with students with a variety of severe behavioral and special needs, monitors progress with Behavior Support Plans and assists staff with data collection systems.
3. Provides support across multiple campuses using consistent and positive intervention strategies.
4. Assists students, individually or in groups, with lesson assignments to present or reinforce learning concepts.
5. Escorts, supervises, and assists assigned students in various activities (PE, playground, counseling, recess, library, cafeteria, core classes, buses etc.)
6. Assists with physical management of students including lifting, moving, positioning, feeding and toileting or diapering under direction of teacher.
7. Adheres to district personal protective equipment (PPE) protocols and procedures outlined in student behavior plans and identifies the need for additional PPE or changes in PPE protocol, including the need for replacement/new equipment or the discontinuation of equipment.
8. Requires the ability to handle regularly assigned work, make decisions, and take action under limited supervision.
9. Models appropriate behavior in various social settings.
10. Conduct CPI training for staff members.
11. Confers with teaching staff on progress of students.

12. Travels to/from multiple schools using personal vehicle. Follows prescribed daily schedule as outlined by licensed teacher and/or specialist.

13. Serves as a resource to staff in dealing with classroom management issues, including problem solving, exchanging information, generating new ideas, etc.

14. Obtains special training as directed to meet unique needs of assigned student(s). This includes but is not limited to Crisis Prevention Institute Nonviolent Physical Crisis Intervention, Collaborative Problem Solving, etc.

15. Participates effectively at regular team meetings with licensed teachers and other support staff using appropriate social skills, problem solving and conflict resolution strategies.

16. Follows and maintains knowledge of all District policy(ies) and procedures.

17. Maintains a safe environment for students at all times.

18. Reports safety, sanitary and fire hazards immediately to supervisor.

19. Interacts thoughtfully and courteously with students, staff and parents/guardians and resolves conflict in a professional manner.

20. Attends work regularly.

21. Occasionally performs work beyond a standard 40-hour work week when workload requires.

22. Other duties may be assigned as needed.

MARGINAL DUTIES AND RESPONSIBILITIES

Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Assists as necessary in answering telephones and operating general office machinery including photocopy machine and computer.

2. Act as back-up for Office Manager essential duties including timekeeping tasks in TimeClock Plus for hourly employees.

3. Evaluates student injuries, determines course of action, performs minor first aid in compliance with District policy(ies) and completes required paperwork in a timely fashion.

4. Fills out communication log(s).

5. Files documents and records according to predetermined classifications, maintaining alphabetical index and cross references files.

6. Attends in-service trainings.

7. Attends staff meetings.

SUPERVISORY RESPONSIBILITIES

All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

MINIMUM QUALIFICATIONS

1. Associate Degree or equivalent from a 2-year college or Technical School; 48 semester credits or 72 quarter credits of college coursework; or successfully completed WorkKeys or ParaPro Certificate.
2. Submission of complete and professional application materials.
3. Verified training and experience in PBIS, CPI or another comparable program, and/or Collaborative Problem Solving.
4. One year experience supporting schools and teams with implementation of behavioral interventions.

PREFERRED QUALIFICATIONS

1. Associate Degree in social work or other related fields of study.
2. Bachelor's Degree in counseling, social work, psychology or other related fields of study.
3. Experience working in a residential treatment facility or other treatment facility.
4. Experience, knowledge, and understanding of mental health conditions and ability to provide consultation and support with multiple agencies.

KNOWLEDGE, SKILLS AND ABILITIES

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.

- Works well with others from diverse backgrounds. Focuses on solving conflict, maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with children who have a wide range of disabilities.

- Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small and large group situations to students and other school staff and parents. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents such as safety rules, IEP's, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.

- Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- General knowledge of computer usage and ability to use e-mail, internet software, and word processing software. Ability to proficiently use the following programs strongly preferred: Google, MS Word, Excel and other specialized student programs. Ability to type accurately and proficiently.
- Ability to appropriately communicate with students, teachers, parents and members of the community. Ability to exercise good judgment and work in an environment with constant interruptions and appropriately react to a wide spectrum of behaviors of disabled students.
- Certificates as determined by the District including meeting current No Child Left Behind certification requirements, ability to obtain a valid CPR/First Aid card, CPI training, bloodborne pathogen training, blood spill training and physical restraint training.

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 or hear. The employee is regularly required to stand, walk, sit, use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stoop, kneel, crouch or crawl. The employee is sometimes required to assist a student in standing, walking or sitting and may be required to move more than 100 pounds. The employee must regularly lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

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 is usually moderate, but occasionally high depending upon the student population and activities. The employee is regularly exposed to outdoor weather conditions. Employee may be exposed to body fluids and bloodborne pathogens.

OTHER

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 job (or the position itself) at any time as it deems advisable.

NON DISCRIMINATORY

Redmond School District is committed to equal opportunity and non-discrimination in all of its educational and employment activities. The District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, disability, marital status, or age in its programs and activities.

Approved By: Director of Human Resources **Updated**: June 2022

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

Employee Signature: _____ Date:_____

Employee Printed Name: _____

Supervisor Signature: _____ Date: _____

Supervisor Printed Name: _____

Behavior Intervention Assistant (BIA)

Official Job Description

Department: Special Education
Reports To: Person (Special Education Director / Program Specialist)
Classification: Classified Staff

Position Summary

The Behavior Intervention Assistant (BIA) is a specialized role focused on the implementation of intensive behavioral supports for students with complex emotional, social, and behavioral needs. Unlike general instructional assistants, the BIA is primarily responsible for executing Behavioral Intervention Plans (BIPs), utilizing Applied Behavior Analysis (ABA) principles, and collecting meticulous data to track student progress and behavior trends.

Essential Duties & Responsibilities

- **Behavior Plan Implementation:** Accurately implement individual Behavioral Intervention Plans (BIPs) as designed by the BCBA or Lead Special Education Teacher.
- **Data Collection:** Maintain consistent and accurate records of student behavior, including frequency, duration, and antecedent-behavior-consequence (ABC) data.
- **Crisis Intervention:** Utilize district-approved de-escalation and physical intervention techniques (e.g., CPI or PCM) to ensure student and staff safety during behavioral crises.
- **Skill Acquisition:** Assist students in learning social skills, self-regulation techniques, and replacement behaviors through modeling and reinforcement.

- **Collaboration:** Participate in Individualized Education Program (IEP) meetings as requested and consult regularly with the behavioral health team to adjust strategies.
- **Environment Management:** Modify the classroom or learning environment to reduce triggers and maximize the effectiveness of behavioral interventions.

Qualifications & Requirements

Category	Requirements
Education	High School Diploma or equivalent; Bachelor's degree in Psychology or Education preferred.
Certification	Registered Behavior Technician (RBT) certification or willingness to obtain within 🗓 Date.
Experience	Minimum of 2 years experience working with students with ASD, EBD, or related behavioral challenges.
Technical Skills	Proficiency in data tracking software and behavioral graphing.

Physical Requirements

- Ability to sit, stand, and move quickly for extended periods.
- Capacity to perform physical restraints or interventions as trained and required by safety protocols.
- Must be able to lift up to 50 lbs.

Evaluation and Supervision

Performance in this position will be evaluated annually by the Person in accordance with district policy and collective bargaining agreements.

Approved By: Person
Date: Date