

INSTRUCTIONAL ASSISTANT, SENIOR – INTENSIVE BEHAVIORAL INSTRUCTION (IBI)

DEFINITION

Under general supervision of the principal and as directed by the Autism Specialist or other certificated employee, administer Intensive Behavioral Instruction to students in a school or home setting, assist with supervision of home and/or school IBI programs and assist with training sessions for staff and/or parents.

DISTINGUISHING CHARACTERISTICS

Positions assigned to this class are distinguished by the emphasis on knowledge of methodologies found to benefit some children with autism including, but not limited to: Applied Behavior Analysis (ABA), Pivotal Response Training (PRT), Social Stories, PECS, and TEACCH. Instruction may be subject to frequent observation by parents and/or outside agencies. Flexibility in work locations, program assignments, and designated hours is desirable.

EXAMPLES OF DUTIES

Act as mentor to Instructional Assistants - IBI; assist in providing training and instruction to entry level assistants; model and reinforce skills for newly hired staff and/or staff transitions; serve as a resource for new staff; be available to instructional assistants - IBI to answer questions and provide leadership to the team when instructional personnel are not available; assist new Instructional Assistants - IBI in material preparation and organization, data collection, and progress notebook information; act as communication liaison between all members of the program team; and act as contact person for substitute instructional assistants if instructional personnel are not available.

Provide Intensive Behavioral Instruction to select students, one on one, in small or large groups; assist instructional personnel with the presentation of learning materials and instructional activities; assist instructional personnel in the implementation of IEP plans for students; record student progress report based on the IEP goals; assist supervisor on organizational and procedural issues; assist instructional personnel with scheduling; provide information to supervisor concerning student progress; conduct probes and report outcomes to supervisor direction; maintain and organize program notebooks; collect and develop instructional materials; implement program modifications; attend student progress meetings; collect and summarize data for student progress reports; administer drills; review data with supervisor; report concerns; participate in advanced training sessions; may perform routine clerical tasks such as typing, computer operation, filing and photocopying; maintain a variety of records and files, including confidential student records and information; may assist with toileting or other bodily care needs; and perform other related duties as needed.

QUALIFICATIONS

Knowledge of

Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs;

behavior management strategies and techniques relating to pupils who experience atypical control problems; basic subjects including arithmetic, grammar, spelling and reading; routine record keeping techniques; computer operations/data entry, word processing, and spreadsheets.

Ability to

Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs; mentor and work with adults; train and provide leadership to other staff members; appropriately manage student behavior and guide students toward more acceptable social behaviors; utilize a variety of instructional materials and procedures to enhance a positive educational environment; work independently; multitask and prioritize; perform routine clerical tasks and operate a variety of educational and office related machines and equipment; communicate effectively in oral and written form; understand and carry out oral and written directions; establish and maintain cooperative working relationships with children and adults; pass a District proficiency test in English usage, language arts, and mathematics, or have two years of college (48 units) or an A.A. degree (or higher); or have passed the CBEST.

Experience

At least one year of experience in a paid or non-paid position working with school aged children, including at least six months experience working with autistic children in applied behavior analysis/intensive behavior instruction is desirable. A minimum of 300 hours of experience administering applied behavior analysis/intensive behavior instruction to students of various stages of program is also desirable.

Education

Education equivalent to the completion of the twelfth grade. An AA degree is highly desirable. Evidence of successful completion of an approved Discrete Trial Training/Applied Behavior Analysis/Intensive Behavior Instruction program and willingness to complete District training sessions.

Physical Performance Requirements

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. May be required to correctly lift at least 50 pounds alone or more with assistance and move students on and off a school bus, in a classroom, and during outside activities as necessary. Push or assist students using wheelchairs, walkers, or other mobility devices. Lifting of office supplies and other work related materials of up to 20 pounds occasionally involved.

Licenses

Possession of a valid and appropriate California Driver's License.