

## **INSTRUCTIONAL ASSISTANT – INTENSIVE BEHAVIORAL INSTRUCTION (IBI)**

### **DEFINITION**

Under supervision of the principal and as directed by the Autism Specialist or other certificated employee, to administer Intensive Behavioral Instruction to students in a school or home setting, and to do related work as required.

### **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**

Provide Intensive Behavioral Instruction to select students, one on one, in small or large groups; perform paraprofessional instructional activities; support the training and learning activities with children experiencing special needs; assist instructional personnel in the implementation of IEP plans for students; record and prepare student progress report based on the IEP goals; provide information to supervisor concerning student progress; collect and summarize data; maintain and organize program notebooks; implement program modifications, administer drills, review data with supervisor, report concerns; prepare materials; participate in in-service training sessions; assist instructional personnel with the presentation of learning materials and in the conduct of instructional exercises; tutor individual students and small groups of students with special learning needs to reinforce and follow up learning and training activities; 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 administer and score a variety of tests and record the test results; 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 experiencing 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; 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; perform routine clerical tasks and operate a variety of educational and office related machines and equipment; communicate effectively in oral and written form; 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

Some experience in Intensive Behavioral Intervention (IBI) or Discrete Trial Training (DTT) or Applied Behavior Analysis (ABA) with preschool or school age autistic children is desirable. Must commit to completion of required District training.

Education

Equivalent to the completion of the twelfth grade, preferably supplemented by training in methodologies found to benefit children with autism.

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, if required.

Board Approved: January 16, 2001  
Revised: February 8, 2005 effective March 1, 2005  
Revised: July 19, 2005  
Revised: November 3, 2015, effective January 22, 2016  
Revised: August 4, 2022