

LEAD INTENSIVE BEHAVIORAL INSTRUCTION ASSISTANT

JOB SUMMARY

Under the general supervision of a certificated Supervisor, serves in a lead capacity within the clinical, classroom, community or home environment. Coordinates student caseload, assists supervisors with organizational and procedural issues, and provides training to the Intensive Behavior Instruction Assistants, utilizing independent judgment within predetermined guidelines. Performs related duties as assigned.

REPRESENTATIVE DUTIES: "E" – Essential Duty

- Supervises students in a clinical, community or home setting. **E**
- Evaluates student progress to determine fitness for the next level of instruction/therapy. **E**
- Provides one-on-one intensive behavioral instruction to designated students in a variety of educational settings. **E**
- Assists IBI assistants in development and reinforcement of intensive behavioral instruction, providing demonstration and instruction through modeling and/or shadowing. **E**
- Collaborates in creating therapy plans, learning materials and reinforcement strategies. **E**
- Provides input regarding student progress and proposed goal during I.E.P. and/or clinic meetings. **E**
- Creates minutes from IEP and therapy summaries; assists with informal documentation. **E**
- Assists instructional personnel and parents with behavior management of students. **E**
- Facilitates parent visits and acts as communication liaison between all members of the therapy team. **E**
- Tutors students individually or in small groups to reinforce learning, in accordance with the IEP. **E**
- Schedules activities, prepares reports, records, graphs, or otherwise displays student performance data. **E**
- Extrapolates data from various sources to prepare periodic reports. **E**
- Attends specialized training and meetings as required. **E**
- Assists in training students in personal hygiene and developing self-sufficiency including toileting. **E**

EMPLOYMENT STANDARDS

Education and Experience: Graduation from high school or equivalent. Two years of full-time equivalent experience in working with students with autism in intensive behavior disorders and any combination of training, and/or education, in early childhood education or related field, equivalent to an associates degree.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Special needs and requirements of students with autism.
- Child guidance principles and practices related to children with special education and autistic needs.
- Intensive Behavioral methods and techniques.
- Effective training practices and principles.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Recordkeeping and report preparation techniques.
- Personal hygiene practices and related health and safety regulations.

Ability to:

- Train and provide leadership to other staff members.
- Provide one-on-one Intensive Behavioral Instruction to students, including Discrete Trial Training.
- Work independently with little direction and complete tasks in a timely manner.
- Perform routine clerical tasks and operate basic office equipment.
- Maintain accurate records; utilize software to extrapolate data and prepare reports.
- Demonstrate a patient, receptive and understanding attitude toward students.
- Maintain confidentiality of sensitive and privileged information.
- Determine appropriate action within clearly defined guidelines and use good judgment in making independent decisions.
- Set up and maintain an organized work environment.
- Interact successfully with parents, students, supervisors, school staff, and community agency representatives.
- Communicate effectively in English, both orally and in writing.
- Visit multiple work sites on short notice.

LICENSES AND CERTIFICATES: Must possess and maintain a valid Class C California Driver License and remain insurable at the standard insurance market rate. Some positions may require obtaining and maintaining First Aid and CPR certificates.

WORKING CONDITIONS: Works in a clinic, classroom, or home environment with students with severe behavioral problems, who may have severe physical or emotional difficulties. Sitting, stooping, crouching, standing, and walking to work with assigned student. Dexterity of hands and fingers to operate office equipment, learning aids and instructional materials. Hearing and speaking to model clear English speech. Drives to various district sites. May occasionally lift or move a student weighing up to 50 pounds. May be subject to physical and emotional outbursts by students, including such behaviors as kicking, spitting, scratching and biting. May be exposed to bodily fluids.