

# *Magnolia School District*

## BEHAVIORAL INTERVENTIONIST / BILINGUAL

### **DEFINITION**

Under the direction of the Executive Director of Student Services, Coordinator of Special Education, School Site Administrator and/or School Psychologists, assists a certificated teacher in providing support to behaviorally-challenged individuals or small groups of limited or non-English speaking students; monitors redirects and modifies student progress regarding inappropriate behaviors and performance; assists in meeting special needs which may include feeding and toileting students; administers Intensive Behavior Intervention programs to identified special education students; performs a variety of clerical duties as assigned; will be assigned to various students and schools on an as needed basis. Translates, writes, and converses in a language other than English for parents and teachers as required.

### **EXAMPLES OF DUTIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Administers one-to-one Intensive Behavior Intervention to students in a school or home setting;
- Participates in Intensive Behavior Intervention in-services;
- Collects data and records anecdotal student progress notes, maintains and organizes program notebooks, and implements program modifications;
- Monitors and observes student conduct and utilizes approved behavior management techniques to redirect and modify inappropriate behaviors;
- Maintains behavioral charting data;
- Monitors and assists students in prescribed learning activities;
- Monitors, observes and reports behavior of students; reports progress regarding student performance and behavior;
- Communicates with teachers regarding individual needs;
- Provides oral and written communications, acts as an interpreter for limited or non-English speaking persons;
- Provides tutoring or other assistance such as lesson preview/review in a language other than English;
- Provides input regarding student progress;
- Observes safety practices and regulations;
- Assists students in learning proper personal hygiene and in developing self-help skills;
- Assists students with personal hygiene;
- Monitors individual toilet needs and changes diapers and clothing;
- Administers first aid and CPR as needed to students with chronic and acute medical problems;
- Performs a variety of clerical duties;
- Participates in meetings and in-service training programs as assigned;
- Performs other related duties as assigned.

### **MINIMUM QUALIFICATIONS**

#### **Knowledge of:**

- Behavior management and techniques used with special needs populations;
- Methods and techniques of learning reinforcement and behavior modification;
- Intensive Behavior Intervention techniques;
- Child guidance principles and practices, especially as they relate to students with learning disabilities, developmental delays, ADHD, emotional disturbance and autistic behavior;
- Appropriate developmental tasks;
- Safe practices in classroom and playground activities;
- Appropriate interpersonal relations using tact, patience and courtesy;

- Techniques and practices of first aid;
- Principles of supervision and training student behaviors;
- Principles and procedures of record keeping;
- Correct English usage, spelling, grammar, and punctuation;
- Basic mathematics;
- Safety precautions and procedures.

**Ability to:**

- Work confidentially with discretion;
- Read, write, and speak (fluently) in English and a language other than English as identified by the District;
- Implement behavior management techniques used with special needs populations;
- Implement training techniques and chart behavior;
- Attend training regularly to stay current on behavior strategies;
- Understand the exceptional needs of special education students;
- Develop rapport and relate to students with physical, mental or learning disabilities;
- Monitor and observe student behavior according to approved policies and procedures;
- Provide feedback to the program team, including the principal, teachers, and other school personnel;
- Communicate clearly and concisely, both orally and in writing;
- Collaborate with other District personnel;
- Gain cooperation through discussion and persuasion;
- Learn and apply policies and procedures;
- Learn and apply the first aid procedures appropriate for student to which assigned;
- Maintain detailed records;
- Understand and carry out oral and written instructions;
- Accurately type at sufficient speed in order to perform functions of the job;
- Establish and maintain effective and harmonious working relations with school staff, fellow employees, supervisors and the public.

**Education**

- High school diploma or equivalent.
- Post-secondary Education – Preferred.
- Pass a rigorous District test related to the field applied

**Experience**

- Six months experience as an Instructional Assistant or some prior experience in working with severely disabled or special needs students, including autism.
- Some experience organizing and directing youth activities and programs.

**License or Certificate**

- California Driver’s license required
- Valid First Aid and CPR Certificate issued by an authorized agency.
- Completion of “Applied Behavior Analysis” training - Preferred

**WORKING ENVIRONMENT**

While performing the duties of this job, the employee works in a school and/or classroom as needed. The employee’s primary responsibility is working with students and staff during the school day. This position may involve frequent interruption and direct contact with staff, students and the public; a high volume of responsibilities that may require working without direct and/or constant supervision; and working in a school environment where the noise level is usually moderate.

**Hazards:**

- Aggressive behavior of students and emergency situations;
- Exposure to blood or other bodily fluids.

**PHYSICAL AND MENTAL REQUIREMENTS**

The physical and mental requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Persons performing service will be required to do extensive bending over, squatting, leaning.
- Persons performing service in this position classification will exert 10 to 20 pounds of force frequently to carry, push, pull, or otherwise move objects.
- Persons may also assist in the lifting of students. A person would need to be able to lift approximately 50 pounds.
- This type of work involves walking or standing for brief periods and could require the person to run after a student.
- Perceiving the nature of sound, near and far visual acuity, depth perception, providing oral information, the manual dexterity to operate business related equipment and handle and work with various materials and objects are important aspects of this job.

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Range: 30  
Revised:  
Approved: 03/2017

---

---

*EQUAL OPPORTUNITY EMPLOYER*

---

---