

CHICO UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL PARAPROFESSIONAL - INTENSIVE BEHAVIOR INTERVENTIONIST

DEFINITION

Under the direction of assigned supervisor and in accordance with the Individualized Education Program (IEP), provide support and assistance to the classroom teacher in the development and implementation of intensive behavioral supports to students with behavioral issues including implementation of comprehensive positive behavioral support plans, effective behavior management strategies, and data collection. Participate in the implementation of individualized treatment plans to meet the behavioral social-emotional needs of identified students. This position is Itinerant in nature and all IBI's will be at multiple sites depending on student and District needs.

CAREER HIERARCHY WITHIN SPECIAL EDUCATION

1. **Behavior Specialist** is the senior-most classified hourly position within special education and works directly with management staff. The Behavior Specialist provides support, training, consultation and assessment to staff in support of students with significant behavioral challenges in CUSD.
2. **Instructional Paraprofessional – Intensive Behavior Interventionist (IBI)** is the second most senior position and works directly, training and coordinating, with Behavior Management Assistants and provides training to Instructional Paraprofessionals. The IP-IBI provides support and assistance to the classroom teacher and Instructional Paraprofessionals in the development and implementation of intensive behavioral supports to students with behavioral issues including implementation of comprehensive positive behavioral support plans, effective behavior management strategies, and data collection.
3. **Instructional Paraprofessional – Extensive Needs (IP-EN)** works directly with Instructional Paraprofessionals and Education Specialists in providing instructional and behavioral interventions for supporting students with extensive needs. Support could include academic, communicative, behavioral and/or medical strategies.
4. **Instructional Paraprofessional (IP)** works within all areas of special education supporting teachers and all levels of the special needs population. They perform a variety of instructional support duties involved in providing instructional assistance to individuals or small groups of students in various special education programs and to perform a variety of clerical duties as assigned.

SUPERVISION EXERCISED - Exercises no supervision.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

- Assist therapists, specialists, and teachers to implement behavioral strategies and program modifications in accordance with a student's Individualized Education Program (IEP).
- Employ approved and appropriate techniques for responding to students whose behavior may become injurious to themselves or others; reinforce behavior modification techniques as directed by a supervisor, teacher, and/or specialist.
- Assist in the preparation and/or development and delivery of age/grade-level appropriate instructional accommodations, modifications and exercises to support behavior intervention ensuring subject matter relatability.
- Provide feedback or data to therapists, specialists, and teachers about student performance, progress and behavior.
- Participate in developing data collection systems and monitor data collection to ensure the success of behavior plans.
- Document student academic and social-emotional performance as related to behavior progress.
- Collect relevant data as directed and maintain a variety of records or files.
- Assist in student behavior assessments as appropriate.
- Participate in IEP meetings as appropriate.
- Support students through transition into new education settings.
- Ability to work at multiple sites and perform department business utilizing personal transportation.

- Successfully complete District mandated training as assigned.
- Perform other related duties as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

- Basic concepts of child growth and development, and developmental behavior characteristics, particularly pertaining to pupils with special learning needs;
- Autism Spectrum Disorder, Down Syndrome, Emotional Disturbance, and other developmental disabilities; principles of applied behavior analysis and instructional methodologies;
- Behavior management strategies and techniques relating to pupils experiencing behavioral difficulties;
- Positive behavioral interventions and applied behavior analysis. Familiarity with core subjects taught in K-12 school districts; basic instructional strategies and techniques; general understanding of student learning styles or modalities;
- Appropriate English usage, punctuation, spelling, and grammar;
- Basic arithmetical concepts;
- Routine record storage, retrieval, and management procedures;
- Safe work practices.

Skill to:

- Operate equipment used as educational aids;
- Operate modern office equipment;
- Interact effectively and sensitively with individuals from diverse backgrounds;
- Read, write and understand the English language;
- Communicate clearly and concisely, both orally and in writing;
- Safely operate a motor vehicle.

Ability to:

- Maintain confidentiality;
- Work with students having special needs and/or aggressive behaviors;
- Lift non-ambulatory students, lift and move equipment, and assist/control/restrain students with special needs, including toileting and health;
- Exercise extreme levels of patience in stressful situations and with students who act out verbally or physically;
- Appropriately manage student behavior and guide students toward acceptable social behaviors;
- Implement positive behavior support plans and model appropriate behavioral interventions;
- Work collaboratively with others and participate in staff meetings, Professional Learning Communities, or in-service meetings as directed;
- Collect and analyze data;
- Communicate effectively in oral and written form;
- Perform routine clerical tasks and operate a variety of educational and office-related machines and equipment;
- Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a training/educational environment;
- Understand and follow oral and written instructions;
- Establish and maintain cooperative working relationships with children and adults;
- Follow accepted principles, practices, rules, and regulations for feeding, toileting, lifting, and caring for special education students;
- Successfully complete District-identified behavioral intervention trainings;
- Successfully complete introductory "Nurtured Heart" program training.

EXPERIENCE, EDUCATION, AND TRAINING GUIDELINES

Any combination equivalent to experience and training that would provide the required knowledge, skills and abilities would be qualifying. A typical way to obtain the knowledge, skills and abilities would be:

Experience:

- Some experience working in an organized education or childcare setting. Experience implementing intensive behavioral intervention programs for students with complex and/or severe behavioral problems preferred.

Education:

- Equivalent to the completion of the twelfth (12th) grade.
- Read and write at a level necessary for successful job performance.
- Associate's degree or higher, 48 units of college-level credit, Para-educator certificate, or pass the District Competency Test for Instructional Assistants/Paraprofessionals.

Training:

- Must attend all required trainings including, but not limited to, trainings providing advanced intervention strategies.

SPECIAL REQUIREMENTS

- Must pass the competency exam of the classification as designated by the Classified Human Resources Department.

License and Certificate Requirement:

- Possess and maintain an appropriate, valid driver's license and safe driving record.
- May require current First Aid and CPR certification.
- Certification by the Crisis Prevention Institute (CPI) in non-violent crisis interventions must be obtained within three (3) months of employment.

Conditions of Employment:

- Insurability by the District's liability insurance carrier.
- When driving personal vehicle, in the execution of job duties, employee must possess and maintain proof of current automobile insurance.
- Use of personal vehicle to travel to multiple worksites and locations, as needed.

PHYSICAL DEMANDS

Essential duties require the following physical skills and work environment:

- Ability to exert 50-75 pounds of force to frequently lift, carry, push, pull, or otherwise move objects.
- Exposure to students who exhibit unpredictable behaviors including, but not limited to, offensive language, verbal threats, yelling, hitting, kicking, spitting, scratching, biting, and eloping.
- Ability to sit for long periods of time.
- Ability to participate in play and other physically demanding activities for extended periods.
- Ability to assist with loading/unloading of students with severe disabilities onto vans, buses, or other forms of transportation.
- Ability to perceive the nature of sound, near and far visual acuity, depth perception, providing oral information, manual dexterity to operate business-related equipment and ability to handle and work with various materials and objects.
- Please refer to the "Instructional Paraprofessional" Job Analysis for additional information.