



## LOWELL JOINT SCHOOL DISTRICT

### INSTRUCTIONAL ASSISTANT – ABA (Applied Behavior Analysis)

Classified Salary Schedule  
Range 16

#### **JOB SUMMARY:**

Under general direction of a classroom teacher or program director, and the supervision of a school principal, provide specific instructional and behavioral strategies and techniques in support of students in autism and specialized programs.

#### **DISTINGUISHING CHARACTERISTICS:**

This classification is distinguished from other instructional assistants in that the primary responsibility is working with student in the District's special education behavioral disability and autism programs. Assignments in this classification will involve the need for knowledge of Applied Behavioral Analysis (ABA) and methodologies including but not limited to Discrete Trial Training, Picture Exchange Communication System (PECS), Social Skills, Pivotal Response Training, Floor time and TEACCH methodologies.

#### **ESSENTIAL FUNCTIONS:**

*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.*

- Assist special needs students individually or in small groups and confer with teacher on assigned subjects to ensure coordination of instructional efforts.
- Reinforce student learning activities; assist students in operation of a variety of instructional media.
- Assist in implementation of Individualized Educational plans for students with autism and behavioral disabilities needs.
- Assist in management of student behavior through positive reinforcement strategies and techniques.
- Support and assist students with positive discipline in classroom, the library, on school site at lunch and recess, and while on field trip activities.
- Assist in the development of a variety of instructional materials and learning aides.
- Administer specific instructional and behavioral techniques to students with moderate to severe disabilities. Monitor and assist in remediation of specific learning problems.
- Assist in caring for student's physical needs as necessary (including use of bathroom facilities; toileting, diapering, help when getting on or off school bus, feeding and other self-help skills).
- Collect data and records anecdotal student progress notes, maintains and organizes program notebooks, and implement program modifications under the supervision and guidance of teacher, psychologist, and/or program specialist.
- Assist in specific instructional strategies and review data with teacher, psychologist, and/or program specialist.
- May be required to lift and/or move students with physical disabilities as necessary for educational purposes.
- Attend in-service training as directed.
- May assist with integrating special needs students in a mainstream setting.
- Administer medication in accordance with specific medical instructions; perform routine first aid, which may include aiding children with seizures or respiratory problems.
- Maintain and organize program notebooks and implement program modifications.
- Perform other related duties as assigned.

#### **QUALIFICATION GUIDELINES:**

##### **Knowledge of:**

- The basic methods of instruction.
- General needs and behavior of children diagnosed with developmental disabilities, including an understanding of appropriate behavior management techniques used in controlling and motivating students.
- General concepts of child growth and development and children diagnosed with developmental disabilities.
- General knowledge of the purposes and goals of District's special education programs.
- Correct English usage, punctuation, spelling and grammar.
- Routine recordkeeping.

**Ability to:**

- Maintain a vigorous work schedule that may require continuous physical activity.
- Perform routine clerical work that supports instructional activities such as: record keeping and the preparation of instructional materials.
- Learn and operate teaching aids and machines used in working with exceptional students.
- Learn and utilize basic methods and procedures to be followed in the special education instruction setting.
- Participate in student activities, including physical education
- Implement behavior modification techniques; manage student behavior and guide students toward more acceptable social behaviors.
- Demonstrate an understanding, patient, warm, and receptive attitude toward students.
- Establish and maintain cooperative and effective working relationships with students, staff and parents.
- Work effectively with students from preschool through eighth grade level.
- Understand, support, and protect confidential information on all students.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Perform clerical duties; establish and maintain effective record keeping procedures.
- Lift and move items weighing up to 50 pounds.

**Education/Training/Experience:**

Graduation from high school or its equivalent. Must meet one of the following qualifications as defined by the NCLB Act (SB1405): (1) AA degree or higher; (2) completion of at least 48 units of course work at an institution of higher education; (3) successfully pass the District's local assessment test. Experience in working with children requiring a specialized learning environment desirable. One year of paid or volunteer experience working with children in an educational or childcare setting is required. Experience working with children requiring a specialized learning environment desirable.

**License:**

Possession of valid First Aid and CPR Certificates. (If not held at the time of initial employment, they must be obtained within 30 days of District service as a condition of continued employment.) Attend District assigned ABA training; ABA Registered Behavior Technician (RBT) Certification preferred.

**PHYSICAL STANDARDS AND WORKING CONDITIONS:**

*The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.*

**Physical Demands:**

The physical demands of this position include sitting and standing for extended periods of time. Dependent on class/student assignment the employee may frequently move or lift children weighing up to 50 pounds unassisted from wheelchairs to tables or desks. Employees may lift and move students who may wear heavy braces, use wheelchairs and other assistive devices, assist students on or off a bus, either in a wheelchair or using some other mobility-assisted equipment. Frequent bending at the waist is required as is kneeling, crouching, pushing and pulling to assist students with shoelaces, braces, floor exercises and pushing of wheelchairs with or without students up and down includes, steps and on long walks. Employees may reach overhead as well as above the shoulders and horizontally. Dexterity of hands and fingers to demonstrate activities or run medical and instruction resource equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of sound. Seeing to read a variety of materials and monitor student activities is required. The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed.

**Physical Requirements:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. These physical standards are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

**Mental Demands:**

Employee must be able to comprehend and follow written and oral instructions; interpret policies and procedures; and interact cooperatively with District staff, parents, and the general public.

**Work Environment:**

While performing the duties of this job, the employee works in several environments including classroom, indoor and outdoor environments and on or near student playground equipment. The employee's primary responsibility is working with students with special needs. Employees in this position may have a higher level of physical injury from students. There is frequent contact with staff. The noise level is moderate.

*The information contained in the physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. Individuals who hold this position may perform additional duties and additional duties may be assigned.*

**WORK PERIOD:**

10 months per year, five days per week, up to 5.25 hours per day