

**RIVER DELTA UNIFIED SCHOOL DISTRICT
BEHAVIORAL MANAGEMENT AIDE**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

DEFINITION

Under general direction is responsible for assisting in implementing an effective behavioral management plan for student. Performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

This is the advanced aide position. Positions at this level are required to be trained in all functions assigned to the class. Employees at this level work semi-independently in the performance of assigned functions.

SUPERVISION RECEIVED

Receives direction from the Special Ed Teacher.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS -- *Essential and other important responsibilities and duties may include, but are not limited to, the following:*

Essential Functions:

1. Implementation of behavior programs designed make positive and appropriate changes.
2. Works one-on-one with student to effect behavior changes.
3. Assists instructional personnel as necessary.
4. Maintains records on contacts with students which details all proposed and completed behavioral objectives.
5. Maintains manual and computerized records management systems, which allow for the efficient retrieval of necessary data.
6. Provides written reports of activities to teachers and administrators as necessary.
7. Prepares reports of student attendance and use of the Behavioral Management System.
8. Keeps and maintains other related documents and records as necessary.
9. May contact parents for teacher; set up conferences or provide information on student behavior.

Marginal Functions:

1. Ensure a safe and clean learning environment for students.
2. Attend in-service training as directed by site administrator.
3. Attend IEP meetings.

QUALIFICATIONS

Knowledge of:

Coursework with emphasis in psychology, social work or child development is preferred. Previous experience in special education with Seriously Emotionally Disturbed is highly desirable.

Knowledge of appropriate behavioral intervention strategies.

Knowledge of laws, rules and regulations of acceptable behavioral intervention.

Ability to:

Ability to deal effectively and make recommendations to supervisory personnel.

Ability to assess situations and make proper judgments.

Ability to maintain accurate records and prepare clear and concise reports.

Ability to communicate effectively with those contacted during the course of work.

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Coursework with emphasis in psychology, social work, or child development is preferred. Previous experience in Special Education with Seriously Emotionally Disturbed students is desired.

Training:

Responsible experience working with disturbed children.

License or Credential:

Possession of, or ability to obtain, an appropriate valid CPR and First Aid Certification.

WORKING CONDITIONS

Environmental Conditions:

Classroom/field environment; work closely with others.

Physical Conditions:

Essential and marginal functions may require maintaining physical condition necessary for successful job performance.