

THERAPEUTIC INTERVENTION ASSISTANT

DEFINITION

As part of a team of specialists assigned to specialty programs such as Therapeutic Intervention for School Success (TISS) program and/or other programs requiring this level of need, the Therapeutic Intervention Assistant will provide behavioral and instructional intervention and supports, monitor and collect data on behaviors and academic progress, and document progress for students with demonstrated behavior and social-emotional problems, which interfere with the learning environment.

SUPERVISION RECEIVED AND EXERCISED

May receive supervision and direction from Assistant Superintendent of Student Support Services and/or Executive Director of Special Education or Administrative Designee with the advice of certificated staff and/or classified management. Therapeutic Intervention Assist may also receive guidance from Case Manager, Behavior Support Specialists and/or Board Certified Behavior Analyst. Board Certified Behavior Analyst and Behavior Support Specialist will not exercise any supervision of staff.

REPRESENTATIVE DUTIES – *Incumbents may perform any combination of the essential functions shown below (E). (This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principle job elements.)*

- Learn and apply Applied Behavior Analysis (ABA) techniques with a variety of individuals of varying ages and disabilities. (E)
- Expected to participate in prescribed emergency behavior interventions, which will include physical restraint and reporting procedures such as Behavior Emergency Reports (BER) and Special Incident Reports (SIR) . (E)
- Must maintain and be current in successful full completion of district prescribed emergency behavior interventions. (E)
- Supports instruction to individuals or small groups of students with special needs as assigned. (E)
- Assists students in prescribed learning activities. (E)
- May utilize ABA-based intensive behavior intervention methods, to designated students in a school setting as directed by a supervisor or other specialist. (E)
- Participates in district sponsored behavior intervention professional development. (E)
- Collects, monitors, observes and reports behavioral data of students according to approved procedures. (E)
- Provides input and assists with implementing behavioral plans in cooperation with other special education staff. (E)
- Assists students by providing appropriate modeling, emotional support, and general guidance. (E)
- May accompany certificated staff and students on field trips, community based instruction, travel and trainings. (E)
- Communicates with teachers and assigned staff regarding student progress. (E)
- Assists students upon arrival and departure at school and throughout the school day. (E)
- Assists students with necessary adaptive equipment. (E)
- Assists students with washing, eating, toileting, and other personal care needs. (E)
- Assists students in learning proper personal hygiene and in developing self-sufficiency. (E)
- Provides basic emergency care as needed, including cardio-pulmonary resuscitation (CPR) or basic first-aid until medical assistance arrives. (E)
- Assist certificated personnel in the implementation of instructional support strategies which may include 504 Plans and individual educational plans (IEP) under the teachers' supervision, including behavior modification strategies (E)

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- Assist students in academic instruction in a variety of settings which may include self-contained, integrated and resource class (*E*)
- Tutor individuals and small groups of students to reinforce and follow-up training and learning activities (*E*)
- Continuously monitor and assist students through drill, practice and study activities in English Language Arts, Math, and other core subjects according to teacher's instructions (*E*)
- Supervise students during study, lunch and recess/passing periods (*E*)
- Assist in maintenance of student daily performance, records and file (*E*)
- Assist in in-class assessments and state-wide testing; assist in scoring in-class assessments (*E*)
- Provides input and assists with implementation of plans to meet students' needs (*E*)
- Prepare instructional materials (*E*)
- Operate a variety of audio-visual equipment such as projectors, tape recorders and other learning machines (*E*)
- May type and duplicate lessons, tests and other instructional materials (*E*)
- Must assist students to and from buses (*E*)
- May take attendance and lunch count (*E*)
- May drive district vehicle to transport students (ex: Community-Based Instruction (CBI); unplanned supervised transportation) (*E*)
- Maintain classroom routine and discipline for short periods of time when teacher is not present (*E*)
- Perform clerical work and assist in keeping study area attractive and orderly (*E*)
- Attend program staff meetings (*E*)
- Staff schedule may change based upon needs of program (*E*)
- Staff will be placed based on program needs which could change throughout the school year (*E*)
- May perform other duties as assigned

QUALIFICATIONS

Knowledge of:

- Characteristics of a range of disabilities including but not limited to emotional disturbance, autism, and intellectual disability.
- Student guidance principles and practices, especially as related to special needs students.
- Interpersonal skills using tact, patience and courtesy.
- Data collection and report writing.
- Positive behavioral intervention strategies.
- Modern office methods utilizing computer technology and assigned software.

Ability to:

- Physically implement emergency behavior interventions, when trained in appropriate program for proactive management of student assaultive behaviors.
- Maintain confidentiality of student and family information.
- Establish and maintain cooperative and effective working relationships.
- Demonstrate a patient understanding and calm attitude towards students with significant behavioral and emotional challenges.
- Understand and carry out oral and written directions.
- Prepare clear and concise reports.
- Learn, interpret, apply and explain policies and procedures
- Follow procedures for handling contact with sick children, dissatisfied or abusive individuals; possible contact with blood borne pathogens and/or bodily fluids; possible injury from punching, hitting, slapping, pushing and biting; exposure to profanity, obscene language and personal verbal attacks, when trained and provided appropriate materials.

Education and Experience:

One (1) year experience working with persons with behavioral challenges and/or disabilities and demonstrated experience implementing Applied Behavior Analysis (ABA) – based behavior intervention techniques. Experience working with persons with severe behavior problems is preferred. Training in addition to behavior intervention and safety training (i.e. Management of Assaultive Behavior, Crisis Prevention Institute (CPI)) will be provided.

Two (2) years of college (48 college semester units or more) or possession of an Associate’s degree or higher or proof of certification through a local assessment which meets the requirements of “No Child Left Behind”

License or Certificate:

- Possession of valid California driver’s license
- Valid First Aid and CPR certificate must be obtained within six (6) months from date of hire at district expense

PHYSICAL REQUIREMENTS – 'Emergency Behavior Intervention Training' (such as MAB, CPI, ProAct).

In carrying out the maneuvers required to complete student interventions, the employee must utilize a full body range of motion. These physical requirements are based on two-person interventions:

- Stand and walk/run on a variety of surfaces at a pace dependent upon the situation.
- Sit on a chair to protect self by bending forward, or use the chair as a backwards propelling tool to escape a grab of an attacker.
- Lifting and/or carrying up to 100 lbs. for short periods of time.
- Stoop/kneel/crouch/crawl: these movements occur in multiple intervention strategies.
- Occasional to frequent pushing/pulling, lifting, reaching overhead to assist with instructional activities.
- Reaching in any direction. Depending on age and stature of student, reaching may occur at all levels
 - waist to knee
 - waist to chest
 - below knee
 - chest to shoulder
 - and/or overhead or above shoulder height and horizontally.
- Constant handling: Seizing, holding, grasping, turning, or otherwise working with the hand or hands. Includes simple and power grasping.
- Fine Motor Control: Fine manipulation is required in releasing an individual’s hand grab/grip, as well as releasing tension and/or constraints.
- Balancing: Body postures and maneuvers taught require maintaining body balance through positioning of the lower extremities, including pivoting, rotating, and flipping an individual if required.
- Climbing: In the event of stairs, the employee must be able to climb or descend down the stairs as needed. And/or climbing over obstacles or objects may be required such as an upside down table or chair.
- Twisting: Upper and lower torso twisting is required in multiple intervention strategies.
- See, hear and speak with/without assistive devices sufficient to perform Emergency Behavior Intervention techniques, resolve the situation and return the student and employee to safety.
- Ability to read a variety of materials, to monitor student behavior and to assist students with learning tasks.

HAZARDS:

Contact with students with special needs behavior.

Possible injury from punching, hitting, slapping, pushing and biting; exposure to profanity, obscene language and personal verbal attacks. Possible contact with blood borne pathogens and/or bodily fluids.

SALARY PLACEMENT

CSEA 318 – Paraprofessional Salary Schedule
Range 45

CSEA 318 Approval: 8/2/2022
Board Approval: 8/9/2022