

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: BEHAVIORAL SUPPORT ASSISTANT (BSA) EXCEPTIONAL CHILDREN SERVICES SCHOOL-BASED

GENERAL STATEMENT OF JOB

Under general supervision, provides individual assistance that allows a student to remain in school with access to the curriculum and educational environment. Employee accompanies the student for the entire school day, maintaining the safety of the student and assisting with any physical tasks and/or behavioral management needs. Employee collaborates with the supervising teacher to administer and/or monitor any therapy, medication and/or special treatment required by the student. Employee intervenes as necessary to ensure the health and safety of the student and others. Employee assists teachers with clerical duties as directed. Behavior Support Assistants may also be directed to perform secondary job responsibilities in cases such as teacher workdays or student absence. Reports to a Principal and/or supervising teacher.

Behavior Support Assistants are assigned/reassigned to school locations by Exceptional Children Services based on individual student needs.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Accompanies a student providing constant observation, intervention and assistance necessary for the student to remain in the school and to access the curriculum and educational environment; supervises the student at all times during the school day, assisting with mobility, motor skills, personal care needs and behavioral management; employs strategies as necessary to protect the student or others from injury.

Collaborates with supervising teacher to administer and/or monitor the administration of medication, therapy and/or other special treatment required by the student which may include lifting mobility impaired students for all transitions.

Responsible for daily data collection

Performs various clerical duties as needed; maintains records of student progress, participates in any required training sessions and assists classroom teacher as necessary to maintain a clean and orderly classroom environment.

Maintains student confidentiality.

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ADDITIONAL JOB FUNCTIONS

Performs other related work as required within the school's Exceptional Children's Department.

MINIMUM TRAINING AND EXPERIENCE

High School diploma and some experience working with physically and/or behaviorally disabled children; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must become initially certified in a Crisis Intervention Program (specific program to be determined by GCS Exceptional Children's Department) and maintain that certification through the proper renewal process (adhering to all timelines). Must participate in trainings determined by Guilford County Schools Exceptional Children Services.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert physical effort necessary to frequently or constantly lift, carry, push, pull, toilet, transfer, diaper and feed assigned students or otherwise move objects. Must be physically able to perform behavioral strategies as outlined in a Crisis Intervention Program. Must be able to exert up to 80 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or a negligible amount of force constantly to move objects and/or students. Physical demand requirements are in excess of those for Sedentary and Light Work. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Medium Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional

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materials, etc., using prescribed format.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of methods of adapting instruction, equipment and tools for children with special

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needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well being of students.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.