

**WILLOWS UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION**

CLASS TITLE: BEHAVIOR INTERVENTION AIDE

Classification: Range 29

BASIC FUNCTION:

Under the direct supervision of the school principal and in collaboration with members of the mental health team (school counselor, GCOE mental health services), the Behavior Intervention Aide will assist staff with the implementation of schoolwide Positive Behavior Interventions and Supports (PBIS).

REPRESENTATIVE DUTIES:

- Establish rapport and meaningful relationships with referred children to reduce their dysfunctional behavior in the classroom and elsewhere; to improve their behavior, educational performance, and social relationships.
- Respond to emergency calls and referrals to escort students from class or playground to the office.
- Use conversation, group discussions, games, academic coaching, behavior management techniques, and other approaches to achieve prescribed goals with individual children experiencing school minor to moderate adaptation problems of a behavioral and/or educational nature.
- Converse with children and establish an atmosphere to encourage their expression of feelings and ideas; deal effectively and constructively with such feelings and ideas; implement anger management and decision-making strategies with students.
- Help to build confidence and self-esteem in children through one-to-one and/or group interactions.
- Provide support for students during extra-curricular activities including recesses, lunch, assemblies.
- When indicated by the team, meet with other school personnel and/or parents to gain additional relevant information about referred children so as to better understand their current behavior; provide feedback as needed; provide assistance to staff in implementing positive behavior strategies.
- Participate in periodic in-service, instructional workshops and other training sessions as provided.
- Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

- Possess the personal characteristics generally recognized as essential for public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.
- Ability to be reliable, flexible, and adaptable; have a personal warmth and ability to empathize.

EDUCATION AND EXPERIENCE:

- High school diploma or equivalent. College coursework in a related field of study preferred or related experience.
- Minimum of two years paid experience working with school age children in a school setting or similar experience.
- Experience working with students exhibiting behavioral challenges preferred.