DEPARTMENT: **SCHOOLS**
CLASSIFICATION: **COMPETITIVE**
APPROVED: **FEBRUARY 12, 2026**

BEHAVIORAL AIDE

DISTINGUISHING FEATURES OF THE CLASS: This position assists in the responsibility of applying behavior intervention methods for intellectually and developmentally disabled or at-risk students participating in a structured educational program. The work is performed in a school setting to support students with significant interfering behaviors, to support classroom staff, and to reinforce target behaviors through modeling, coaching and support. General supervision is received from an administrator, principal, and teacher. Leeway is allowed for the exercise of independent judgment in accordance with well-established procedures, policies, rules, and laws. Does related work as required.

TYPICAL WORK ACTIVITIES:

1. Supports classroom staff with collection of data for a functional behavioral assessment (FBA) and/or behavioral intervention plans through modeling, coaching and support;
2. Supports classroom staff to reinforce target behaviors in the school setting as directed by the district behavior interventionist through modeling, coaching and support;
3. Supports classroom staff with implementation and progress monitoring of behavior intervention plans through modeling, coaching and support;
4. Assists in crisis intervention and classroom management as directed by the behavior interventionist and/or teacher;
5. Describes student behavior and the learning environment in observable and measurable terms;
6. Participates in competency based training and re-training with other employees regarding behavior interventions, teaching procedures, professionalism, data collection, ethics and more;
7. Participates in team meetings, staff meetings, and parent meetings when requested;
8. Tracks behavioral and academic progress in collaboration with instructional staff;
9. Provides positive, professional interactions with students, staff, and parents;
10. Respects individual differences and serves as a role model in the environment while respecting the students as individuals;
11. Receives ongoing professional development specifically regarding behavioral intervention techniques;
12. Promotes behavioral principles using Therapeutic Crisis Intervention (TCI) and/or Crisis Prevention Institute (CPI) training;
13. When necessary, evasion and physical intervention and/or assistance may be required.

FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES: Thorough knowledge pertaining to student development/behavior characteristics and learning needs; good knowledge of therapeutic techniques; working knowledge of function-based interventions and behavior intervention plans; working knowledge of interviewing, assessment and modeling techniques for individuals with challenging behaviors; skill in performing crisis interventions including possible physical holds; ability to work effectively in conjunction with other staff members involved with the student; ability to maintain an effective relationship with assigned student; ability to effectively manage crisis situations; ability to communicate effectively both orally and in writing; ability to collect data and maintain records; ability and willingness to stand, bend, stoop, and kneel for a significant portion of the work day; initiative and dependability; emotional maturity; sound professional judgment; tact, patience, and courtesy; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma **AND all** of the following:

1. Graduation with an associates degree; **AND**
2. Six (6) months of experience in behavior intervention techniques **OR** in working with children with special needs.

NOTE:

1. Your degree or college credit must have been awarded by a college or university accredited by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of Education;
2. Part-time and/or volunteer experience will be pro-rated towards meeting the experience requirement.