



For the future of every student

CLASS TITLE: BEHAVIOR INTERVENTION SPECIALIST

BASIC FUNCTION:

Under general supervision of the Director of Special Education or other assigned supervisor, assist in developing and implementing behavior intervention plans; provide consultation and training to staff regarding assessing behavioral functioning and needs of students, implementation of instructional and behavioral strategies, evaluation of student progress through data collection techniques for regular education teachers, special education teachers, site personnel and others working with students with disabilities.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Conduct legally compliant and defensible Functional Behavioral Assessments (FBA) which result in compliant and defensible behavioral analysis reports, utilizing information from psychological and other available evaluations, individual history and direct clinical observations in order to identify and recommend appropriate behavior intervention strategies and supports.

Analyze behaviors from a functional perspective and develop daily positive interventions which will address the communicative function of behaviors, for the purpose of identifying and developing appropriate replacement behaviors.

Confer with teachers, administrators, psychologists and other District staff as well as parent/guardians to develop comprehensive positive behavior support plans for individual students that are effective and implementable for the educational placement of the student.

Conduct follow-up observations of student interactions and learning environments, assist teachers to assess the effectiveness of behavior support systems to provide student success, provide feedback to teachers and administrators related to implementation of behavior support plans and supports.

Participate in the Individual Education Plan (IEP) process, attend IEP meetings as requested, provide recommendations and develop IEP goals related to behavior issues, serve on Student Success and other site level teams (504, suspension conference, etc.) as requested by school site personnel.

Prepare and maintain detailed case records, notes and reports related to assigned students and activities, monitor status of referrals from school sites, maintain confidentiality of sensitive and privileged information.

Conduct Positive Behavior Supports presentations, training and professional development as assigned by supervisor.

Participate as part of a multidisciplinary team and support the district and all school sites and activities, participate in district level and SELPA level committees to develop policies and practices related to behavior assessments, plans and strategies.

OTHER DUTIES:

Perform related duties as assigned that support the overall objectives of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Applied Behavior Analysis techniques and services; discrete trial teaching and techniques.
Behavior intervention strategies and techniques.
Non-violent Crisis Interventions (NCI) techniques and principles.
Appropriate curriculum and instructional strategies for students with disabilities.
Classroom procedures and appropriate student conduct.
Special education handicapping conditions and their unique educational needs.
Applicable laws, codes, policies and regulations related to assigned activities.
Oral and written communication skills.
Record-keeping and report writing techniques.
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Apply ABA and other behavioral principles and techniques in developing plans, strategies and recommendations to address maladaptive school behaviors, social skill development and data collection.
Formulate, develop and implement behavior plans according to student needs.
Conduct observations and review student records in identifying behavioral needs.
Monitor, evaluate and adjust individual behavior plans.
Provide consultation and training related to assessing, addressing and monitoring behavioral needs.
Follow and adhere to the Conduct Guidelines of the Behavior Analyst Certification Board.
Establish and maintain productive working relationships with all stakeholders.
Establish and maintain project schedules and balance responsibilities for multiple activities to ensure timely, high-quality results.
Communicate clearly and effectively, both orally and in writing.
Prepare clear, concise and accurate proposals, reports, documentation and other written materials.
Exercise sound independent judgment within general policy guidelines.
Use tact and diplomacy when dealing with sensitive, complex and/or confidential issues and situations.
Present complex information on behavior, behavioral assessment and implementation of behavior plans to staff and parents.
Operate a computer and assigned software.
Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Any combination equivalent to sufficient experience, training and/or education to demonstrate the knowledge and abilities listed above. Typically this would be gained through: A master's degree in behavior analysis or other natural science, education, human services, engineering, medicine or field related to behavior analysis; and two years professional experience working with students with autism, emotional disturbance and other special needs at the elementary, preschool and secondary levels.

LICENSES AND OTHER REQUIREMENTS:

Valid Board Certified Behavior Analyst (BCBA) certification.
Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor work environment.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate office equipment.

Seeing to monitor student progress and read a variety of materials.

Hearing and speaking to exchange information.

Bending at the waist, kneeling or crouching to assist students.

Sitting or standing for extended periods of time.

Reaching overhead, above the shoulders and horizontally.

Lifting, carrying, pushing and pulling heavy objects as assigned by the