

Oak Grove School District

JOB TITLE: Intensive Behavior Specialist

RANGE: 31

### DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

The Intensive Behavior Specialist (“IBS”) will provide training, coaching, and specialized direct intervention following the principles of Applied Behavior Analysis (“ABA”), as detailed below; assist teachers and behavioral staff with the preparation of materials for intervention and classroom generalization; collect, process, and analyze data from intervention sessions in collaboration with the assigned Board Certified Behavior Analyst (“BCBA”); and collaborate with the BCBA to provide coaching and/or training of individualized behavioral strategies to be used by other District employees for student generalization and fading Intensive Behavior Intervention services, for the purpose of increasing students’ ability to participate and benefit from school, including through classroom instruction and as part of the school community.

### TYPICAL DUTIES

- Implement ethical, effective, positive behavior intervention in the manner and methodology directed. Utilize Applied Behavior Analysis Methodologies which may include Discrete Trial Training (“DTT”), Pivotal Response Treatment (“PRT”), and Naturalistic Environment Teaching (“NET”). Intervention for each student will include preventing, reducing, replacing and shaping problem behaviors for each student as per the student’s behavior intervention plan (“BIP”), IEP and/or behavior programs; establishing learning systems for students to acquire new skills and behaviors; and strengthening skills and appropriate behaviors through systematic manipulation of variables including fading prompts, changing reinforcement schedules, changing environments, and individual generalization strategies for each student.
- Develop and implementation of communication systems/techniques under the guidance/direction of a Speech and Language Pathologist, and implementing sensory integration techniques under the guidance/direction of an Occupational Therapist.
- Assist in data collection, analysis of, and implementation of procedures as part of Functional Behavior Assessments (“FBAs”) and BIPs.
- Assist in modeling techniques and providing training to school staff and Intensive Behavior Interventionist for implementation of behavioral programs and methodologies.
- Coordinate with Designated Instructional Services (“DIS”) staff for generalized implementation of intervention recommendations in generalized and behavioral settings.
- Coordinate with teachers to support student success in classrooms and generalized settings through generalized implementation of effective, individual behavioral strategies.
- Implement BIPs and supporting training others on implementation of BIPs.
- Develop a strong learning rapport with students to promote progress on social emotional goals including play, peer interactions, and social communication.
- Record detailed and accurate data as directed to ensure data-based decisions can be made for student success and program changes, including fading and terminating behavior intervention services.
- Assist in preparation and development of instructional aides, exercises, and supporting materials for ABA programs.
- Maintain systems, clerical duties, and data storage with an emphasis on student confidentiality.

### TYPICAL DUTIES (Continued)

- Effective communication and collaboration with classroom and school teams, as well as with other members of the Behavior Specialist Team regarding student performance, progress and behavior.
- Support de-escalation and safety when students escalate and/or are in crisis with ethical and approved techniques.
- Drive between sites and provide intervention in designated areas, including classrooms, pull out rooms, and student's homes.
- Maintain punctual and consistent attendance.
- Perform related duties as assigned.

### MINIMUM QUALIFICATIONS

- Minimum of three years of experience providing Intensive Behavior Intervention and possession of a Bachelor's Degree in Psychology, Education, Special Education or an approved related field or a minimum of five years of experience providing Intensive Behavior Intervention.
- Successful completion of the Autism Instruction Module units in the areas of Recognizing Autism and Autism in the Classroom.
- Possess a valid Registered Behavior Technician certificate issued by the Behavior Analyst Certification Board.
- Successful completion of Therapeutic Crisis Intervention course, or other equivalent de-escalation and crisis responding course that is approved by the District.
- Possess a valid California Driver's License.
- CPR and First Aid Certification.
- Knowledge of pertinent academic areas and learning situations.
- Knowledge of general needs and behaviors of children.
- Ability to implement technical intervention strategies across a variety of settings and student needs.
- Ability to review and analyze behavioral data for program recommendations in collaboration with the BCBA.
- Ability to accurately and objectively record data.
- Ability to build positive relationships with clients with severe problem behavior, difficulty in relationship skills, play skills and who may be socially avoidant.

### WORKING CONDITIONS

Environment: Classroom environment, subject to interruptions; subject to driving to various locations to conduct work. May be required to drive to assigned students place of residence to perform work. The noise level in the environment may range from quiet to loud.

## PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. May be required to correct lift at least 50 pound alone or more with assistance and move students on and off the school bus, in a classroom, and during outside activities as necessary. Sufficient vision to read small print, sufficient hearing to hear normal and telephone conversations. Ability to speak in an understandable voice and with sufficient volume to be heard at a normal conversation distance and on the telephone. Sufficient dexterity to manipulate small objects, print write legibly, operate telephone, type use computer keyboard, typewriter and other business machines.