

**JOB DESCRIPTION**  
**San Diego County Office of Education**

**Behavior Specialist, Special Education**

**Purpose Statement**

The job of Behavior Specialist, Special Education is done for the purpose/s of facilitating and coordinating services to individuals with exceptional needs; assisting SDCOE and districts in evaluating the effectiveness of programs for individuals with exceptional needs in the area of behavior; providing information and serving as a resource to support staff, teachers, classified staff, and administrators; and developing and assisting with the implementation of policies and procedures related to special education at the SDCOE and district levels.

---

**Essential Functions**

- Assists district staff in the identification, selection, and use of appropriate behavior supports, and methodologies for the purpose of providing support for the provision of direct service to students.
- Develops and delivers professional development and coaching for administrators and teachers on behavior intervention, multi-tiered systems of support (MTSS), Positive Behavior Interventions and Supports (PBIS), as well as other topics related to behavior management.
- Attends a variety of meetings, workshops, and legal conferences, collaborating with SDCOE level administration, district level administration, and SELPA administrators for the purpose of serving as liaison and keeping up-to-date with current trends in behavior.
- Conducts Functional Behavior Assessments (FBA) and writes Behavior Intervention Plans (BIP) as needed.
- Maintains a variety of manual and electronic files, records, and direct and indirect data (e.g. ABC data, data graphs, interviews, observations, etc.) for the purpose of making data driven decisions regarding student programming.
- Assists teachers and IEP teams in developing appropriate IEP goals, designing data collection systems, analyzing data, and implementing BIPs.
- Participates in IEP meetings and provides on-going behavior supports coaching to teachers, staff, and parents.
- Participates on the SDCOE MTSS and PBIS Leadership Teams, and assists in the creation and development of curriculum for training in behavior supports.
- Provides professional development and consultation to increase prevention strategies using a multi-tiered systems of support framework available to SDCOE and districts that promote positive school culture and climate and student health and wellness.
- Observes, consults with and assists special education staff, consulting with district and site level administration for the purpose of providing follow-up of in-service training sessions and evaluating the need for additional training and observations for the behavioral supports for students with special needs participating in the least restrictive environment.
- Researches a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of maintaining knowledge of current laws and regulations pertaining to individuals with exceptional needs.

- Researches, plans and develops, training and support materials (e.g. handouts, videos, web-based documents, needs assessments, etc.) for the purpose of providing a variety of presentation mediums for in-service trainings for teachers, administrators, counselors and other school staff.

### **Other Functions**

- Performs other related SDCOE duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; facilitating meetings; planning and managing projects; applying curriculum and instructional techniques; and preparing and maintaining accurate records.

KNOWLEDGE is required to read technical information, compose a variety of documents, and/or facilitate group discussions; analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: Applied Behavior Analysis; multi-tiered systems of support (MTSS); Positive Behavior Interventions and Supports (PBIS); behavior patterns of children with disabilities; data collection systems and graphing data; pertinent codes, policies, regulations and/or laws; conflict resolution; stages of child development; behavior supports, including best practices and techniques; and conducting Functional Behavior Assessments and writing Behavior Intervention Plans.

ABILITY is required to develop and deliver effective professional learning opportunities; schedule activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; managing multiple projects; adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with frequent interruptions.

#### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

#### **Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Five (5) years of experience in school-based education with individuals with exceptional needs, in the field of behavior, and specialized in-depth knowledge of Applied Behavior

Analysis. A Board Certified Behavior Analyst Certification and previous experience working with MTSS/PBIS administration are strongly preferred.

**Education:** Masters degree in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or a related field.

**Equivalency:** A combination of education and experience equivalent to a Masters degree in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or a related field and five (5) years of experience in school-based education with individuals with exceptional needs, in the field of behavior, specialized in-depth knowledge of Applied Behavior Analysis, and previous experience working with MTSS/PBIS administration are strongly preferred.

**Required Testing**

N/A

**Certificates/Credential**

Valid Board Certified Behavior Analyst Certification is preferred.

**Continuing Educ./Training**

N/A

**Clearances**

Criminal Justice Fingerprint/Background Clearance  
Tuberculosis Clearance

**FLSA Status:** Exempt

**Salary Range:** Classified Management Grade 040

**Personnel Commission Approved:** May 29, 2019

**REVISED:** 9/2019