

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 implement 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 Interventionists for the implementation of behavioral programs and methodologies.
- Coordinate with Designated Instructional Services (“DIS”) staff for the generalized implementation of intervention recommendations in generalized and behavioral settings.
- Coordinate with teachers to support student success in classrooms and generalized settings through the generalized implementation of effective, individual behavioral strategies.
- Implement BIPs and support training others on the implementation of BIPs.

TYPICAL DUTIES

- 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.
- Serves students with an identified need across a variety of settings and in the capacity identified by the supervisor or manager responsible for the student in that setting (e.g., one-to-one, two-to-one, groups, classroom support and recess support).
- Recognizes and intervenes during behavioral crises involving aggressive and/or dangerous behaviors to maintain the safety of school personnel and students by implementing behavior support plans. Documenting and reporting the crisis as soon as possible to the appropriate personnel.
- Engages in physical and sometimes strenuous activities with students such as running, lifting, toileting, diapering, weight shifting, and positioning of students.
- Assist in the 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.
- Effective communication and collaboration with classroom and school teams, as well as with other members of the Behavior Support 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 students' homes.
- Maintain punctual and consistent attendance.
- Perform related duties as assigned.
- Possess a valid California Driver's License.
- Access to reliable transportation for travel between the sites.
- CPR and First Aid Certification.
- Knowledge of pertinent academic areas and learning situations.
- Knowledge of general needs and behaviors of children.
- Ability to perform simple clerical work.
- Ability to make decisions quickly regarding the health and safety of students.
- 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 students with severe problem behavior, deficits in relationship skills, play skills, and who may be socially avoidant.

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 three years of experience providing Intensive Behavior Intervention.
- Education equivalent to the completion of High School Diploma.
- A minimum of two (2) years of working with children, preferably in special education.
- Possess a valid Registered Behavior Technician certificate issued by the Behavior Analyst Certification Board.
- Successful completion of a Therapeutic Crisis Intervention course, or other equivalent de-escalation and crisis responding course that is approved by the District.

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' places of residence to perform work. The noise level in the environment may range from quiet to loud.

PHYSICAL DEMANDS

- Primarily indoor working environment.
- May assist students in restrooms or other designated areas.
- Required to drive a personal vehicle to conduct work at school sites.
- Bending at the waist, kneeling, running, or crouching.
- Moderate to high-stress level.
- Frequent sitting, standing or walking.
- May be required to lift at least 50 lbs.
- Assist students on and off bus.
- Sitting or standing for extended periods seeing, hearing and speaking to exchange information.
- Sufficient vision to read the small print, and 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 a telephone, and type use a computer keyboard, typewriter, and other business machines.
- Exposure to and contact with blood and other bodily fluids. All fluids shall be handled as infectious; universal precautions policy must be consistently implemented. Exposure to communicable diseases.