TRAVIS UNIFIED SCHOOL DISTRICT

Reaching beyond the boundaries to build a community of learners.

TITLE: Behavior Intervention Specialist **CLASSIFICATION: Classified Management**
DEPARTMENT: Student Services

DESCRIPTION OF POSITION

Under the professional supervision of the Assistant Superintendent of Educational Services and the direct supervision of the Director of Special Education or designee, plans, organizes, coordinates, supervises and is responsible for providing supportive consulting services to assist staff and families in the development and implementation of comprehensive behavior intervention plans for students. The employee in this classification trains, monitors, supervises and evaluates those Instructional Assistants who deal with students with behavior plans on his/her caseload. This work consists of complex professional duties at a senior classified level of job performance.

REPRESENTATIVE DUTIES

- Processes referrals of students for behavior intervention plan services.
- Participates in Individual Educational Plan (IEP) meetings.
- Develops and implements strategies for positive student behavior management.
- Directs and schedules activities of Instructional Assistants engaged who are implementing student behavior plans.
- Makes periodic inspections of classroom environments to assure established standards of plan implementation are maintained.
- Confers with school administrators, teachers and site staff concerning individual student progress toward behavior plan goals.
- Screens, interviews, and recommends candidates for employment, promotion, discipline, termination or transfer.
- In consultation with site administrators and the Director of Special Education, evaluates those Instructional Assistants implementation student behavior plans in accordance with District guidelines and collective bargaining contract(s).
- Assures compliance with governmental regulations, codes, restrictions and reporting requirements concerning those Special Education students affected by his/her services.
- Designs and delivers behavior intervention plan implementation training and other related inservice programs, including student-specific intervention training to staff and parents.
- Coordinates the operational aspects of the program.
- Prepares a variety of professionally written documents in a timely manner.

ADDITIONAL JOB FUNCTIONS

- Collaborates in the implementation of individual educational programs with children with autism.
- Assists staff in development and implementation of interventions through modeling and/or shadowing techniques.
- Performs related duties as required.

EMPLOYMENT STANDARDS

Requires Knowledge of:

- Applied behavior sciences, psychology and education.
- ASD and related disorders.

Requires Ability to:

- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Plan, organize, implement and supervise a district-wide program.
- Visit various work sites and inspect work in progress.
- Utilize techniques of effective supervision.
- Keep and compile records and reports.
- Understand and carry out oral and written directions.
- Communicate effectively, tactfully and persuasively, both orally and in writing.
- Establish and maintain effective working relationships with parents, district employees and outside contractors.
- Meet the physical requirements of the job.

EDUCATION AND EXPERIENCE

- Typically a candidate can meet the educational qualifications with a Bachelor of Arts degree in one of the behavioral sciences; however a Master's degree is preferred.
- A minimum of three years of working with students with ASD and related disorders in both home and school settings, preferably cross age groups.
- Experience in interpreting, designing and developing specific educationally necessary program plans for children with autism and related disorders.
- Experience working as a behavior specialist in public education.
- Experience in performance of functional behavior assessments, functional analysis assessments, development of behavioral plans and training and use of emergency behavioral interventions.
- Experience and training in a variety of appropriate curriculum, instruction, classroom management and intervention techniques [e.g. communication training, parent training, PECS, Natural Language Paradigm, Pivotal Response training, relation-based intervention, TEACCH, social skills training, positive behavior intervention training, applied behavioral analysis (discreet trial)]
- Experience in a supervisory or administrative capacity is desired.

PHYSICAL DEMANDS

The physical requirements indicated below are necessary to perform the essential job functions. Reasonable accommodation will be made to enable a person with a disability to perform these functions.

- Sufficient vision to read printed material, see distant objects with clarity, judge distances and spatial relationships and identify and distinguish objects.
- Sufficient hearing to hear conversation in person, on the telephone, and hear sounds clearly up to 20 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation on the telephone and when addressing groups.
- Ability to exert up to 50 pounds of force to push, pull, drag, or otherwise move objects.
- Ability to lift, move and position students of up to 150 lbs and 22 years of age, with assistance.
- This type of work requires frequent and continuous standing and walking, for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects and move about the work area and move between work sites.
- Employees in this classification may be subject to work environments that have exposure to weather with extremes of heat and/or cold, wet and/or humid conditions, for short periods of time.

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