

PLEASANTON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: Behavior Program Manager I

CLASSIFICATION: Classified/Certificated Management

REPORTS TO: Senior Director of Special Education or Assigned Supervisor

DESCRIPTION:

Under the general supervision of a Special Education Administrator or Program Supervisor, the Behavior Program Manager serves as a resource to the school community by identifying, analyzing, understanding, and addressing behavior differences and their impact on learning, to support students' ability to access instruction and make progress in the least restrictive environment. The Behavior Program Manager also provides ongoing behavior supervision for district Registered Behavior Technicians (RBTs) in accordance with the requirements of the Behavior Analyst Certification Board (BACB) and reports directly to the Director of Special Education.

PERFORMANCE RESPONSIBILITIES:

- Provide ongoing supervision of district RBTs as required by the BACB
- Provide consultative behavior intervention services to students and/or staff to collaborate in the development and implementation of behavior-related accommodations and Individualized Education Program (IEP) goals, Behavior Intervention Plans (BIPs), and other behavior-related programming across a variety of settings
- Plan, coordinate, oversee teacher and staff training of behavior-related accommodations and IEP goals, BIPs, other behavior-related programming, data collection procedures, and general classroom behavior management
- Design and oversee the collection and analysis of behavior-related data and monitoring systems for individual students, classrooms, and/or school sites
- Prepare summaries of progress toward behavior-related IEP goals and targeted behaviors, and complete behavior-related IEP paperwork
- Provide ongoing communication regarding behavior progress with IEP Team members, including: attending IEP meetings, parent/teacher conferences, consultation in-person or virtually, and consultation with outside agencies, if appropriate
- Conduct, prepare, and present educational behavior assessments to support the IEP team in determining the need for behavioral intervention services and/or a behavior intervention plan; compile relevant behavioral data to contribute to the team determination of student need for paraprofessional support
- Respond to behavior emergencies in a manner that promotes safety, dignity, and respect through the use of district designated de-escalation and crisis management techniques

- Maintain trainer certification in district designated de-escalation and crisis management curriculum and lead initial and recertification trainings for all district staff
- Plan, prepare materials for, and facilitate individual and group professional development opportunities for RBTs and other district staff
- Provide consultation to school staff about the development and implementation of positive behavior intervention and supports using the principles of Applied Behavior Analysis (ABA), particularly for students on the autism spectrum
- Maintain behavior intervention service records
- Abide by the ethical guidelines outlined by the BACB

KNOWLEDGE OF:

- Principles and techniques of reinforcing instruction to individuals or small groups of students in a variety of areas.
- Child development principles, positive reinforcement techniques, behavior interventions, applied behavior analysis, and clinical interventions for students and families
- Classroom structures and hierarchy of academic standards related to goal writing; developmental disabilities, emotional disturbance, and other behavior challenges in children preschool to 22 year of age
- Generally accepted evidence-based behavior intervention protocols; applicable laws, codes, regulations, policies, and procedures
- Methods of observing, evaluating, and recording child behavior
- Advanced English usage, grammar, spelling, punctuation and vocabulary
- Appropriate strategies and behavioral interventions to support students
- Case management principles, organization, record keeping practices and procedures.
- Generally accepted standards of safety, health, and sanitation procedures
- De-escalation and Safety Care techniques
- Safety practices for school activities.
- Classroom procedures and appropriate student conduct.
- Conflict resolution strategies
- Age appropriate student activities.

ABILITY TO:

- Design and implement effective behavior intervention (including, but not limited to, ABA) related data collection, service development, monitoring and report writing
- Provide and reinforce instruction and behavior modification to individual or small groups of students as directed by a certificated teacher.
- Apply behavior-based techniques and various social facilitation strategies
- Gather, record and/or collate data through observation and utilization of assessment tools
- Write behavioral assessments and behavior intervention plans; modify curriculum effectively to meet the student's needs
- Use strong problem solving skills to collaborate positively with a wide variety of team members within the established schoolwide culture of the varying sites
- Provide consultation, establish and maintain effective working relationships with general and special education staff, parents, students, and community agencies

- Plan, prioritize work and schedule all required students and meetings on a weekly basis
- Maintain accurate records and files
- Work with discretion and confidentiality
- Administer first aid and CPR as necessary.
- Perform multiple non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions.
- Adhere to safety practices.
- Train staff to utilize de-escalation and Safety Care protocols and use as needed
- Operate a variety of job-related equipment including a computer and assigned software.
- Maintain confidentiality of privileged and sensitive information
- Organize and prioritize work to meet deadlines, timelines and schedules
- Understand complex multi-step written and oral instructions
- Perform basic math, including calculations using fractions, percentages, and/or ratios

TRAINING, EXPERIENCE, AND CERTIFICATION:

- Graduate degree in applied behavioral analysis, education, or psychology
- Board Certified Behavior Analyst (BCBA) certification or other applicable licensure, or the desire to work toward obtaining. BCBA is highly preferred
- At least 2 years experience working in a K-12 setting with individuals who exhibit challenging behaviors is preferred
- De-escalation and crisis response training (District designated)

LICENSES AND CLEARANCES:

- Valid Driver's License

TERMS OF EMPLOYMENT:

Classified/Certificated Management Salary Schedule

BOARD APPROVED: 02/23/2023