



BEHAVIOR AND THERAPEUTIC SERVICES PROVIDER

Board Adoption Date: May 8, 2024

BRIEF DESCRIPTION OF POSITION

Under the direct supervision of the site administrator, provides services to students with disabilities who may exhibit social/emotional and/or behavioral needs, including individual and group counseling, social work services, collaboration, and training. Participates in team meetings to support student needs and plans in the school setting (SST, IEP meetings, etc.). Provides training and support to school staff on social-emotional strategies. Provides behavior consultation and support to teachers and staff working with students. Observes, collects, and analyzes data for a Functional Behavioral Assessment (FBA), Positive Behavior Intervention Plans (PBIPs), and Comprehensive Behavior Intervention Plans (CBIPs). Provides training and support to school staff on positive behavior support strategies.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- a. Provides individual and group counseling services to students with social/emotional and/or behavioral needs as per CCR Title 5, 3051.9.
- b. Provides social work services to students and families per CCR Title 5, 3051.13.
- c. Provides parent counseling and training to assist parents in understanding their student's special needs and their development per CCR Title 5, 3051.11.
- d. Offer consultation to staff in developing systems and collecting data on progress toward goals in the areas of social/emotional and/or behavioral issues.
- e. Conducts FBAs and/or develop PBIPs or CBIPs for specific students per California Code of Regulations, CCR Title 5, 3052.
- f. Provides consultation to staff in the process of conducting an FBA or developing or implementing a PBIP or CBIP.
- g. Provides Staff Training and monitor implementation of classroom and community supports.
- h. Performs clerical duties such as typing reports and Behavior Intervention Plans.
- i. Prepares and conducts professional development on the philosophy and/or principles of Positive Behavior Support.
- j. Performs other related tasks and assumes responsibilities as may be assigned by proper authority.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Characteristics of various special education disabilities and possible social, emotional, or behavioral manifestations of specific disabilities.
- Philosophy and principles of Applied Behavior Analysis.
- Cognitive Behavior Therapy and other group and individual counseling techniques to be utilized with high school and adult students.
- California regulations for behavior interventions for Special Education students (CCR Title 5, 3052).
- Group process and principles of Group Therapy.
- Federal regulations for behavior interventions for Special Education students (CFR 300.520 (b) and (c)).
- Non-violent crisis intervention techniques, including verbal de-escalation and physical interventions.
- Individualized Education Program (IEP) process and law.
- Data collection and record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Modern office practices, procedures and equipment.
- Interpersonal skills using tact, patience and courtesy.
- Telephone techniques and etiquette.
- Verbal and written communication skills.
- Special Education laws: school organization, operations, and policies.

Ability to:

- Provide consultation and direct services to school district staff and families.
- Monitor and evaluate student progress.
- Conduct FBAs, develop PBIPs and CBIPs. Review and revise as necessary.
- Collect and analyze data in various settings and ways.
- Perform clerical duties related to assessment and reporting.
- Transport materials and files between school sites.
- Understand and relate to students with disabilities
- Regularly operate a car between appointments.
- Establish and maintain cooperative and effective working relationships with school and agency staff and families.
- Maintain routine records.
- Read, interpret, apply, and explain rules, regulations, and procedures.
- Maintain current knowledge of program rules, regulations, requirements, and restrictions.
- Work independently with little direction.
- Plan and organize workload.
- Communicate effectively both orally and in writing.
- Understand and follow verbal and written directions.

REQUIREMENTS

WORK YEAR:	Classified Employee (11 months/8 Hours per day) This position requires flexibility in working during regular school hours and occasional work in the afternoons or evenings when meeting and working with families.
EDUCATION/ CERTIFICATION:	Master’s Degree in Psychology or related field (required) Ability to become certified by the Crisis Prevention Institute (CPI) in non-violent crisis interventions (required) Certified by VC SELPA in Positive Behavior Interventions to complete FBAs and CBIPS (required) Board Certified Behavior Analyst (BCBA) certification (preferred)
EXPERIENCE:	Experience in a school setting implementing Positive Behavior Supports (preferred); Experience working with computers and various software programs (preferred)
LICENSE:	Marriage, Family, Child Counselor or Marriage and Family Therapist issued by a licensing agency within the Department of Consumer Affairs license (required) Clinical Social Worker issued by the licensing agency within the Department of Consumer Affairs license (required) Valid California Driver’s license (required)
SALARY:	Classified Employee Salary Schedule Range 40
BENEFITS:	Medical (employee contribution), 100% dental, vision and life insurance
WORKING CONDITIONS:	Office and school environment. May be subject to constant interruptions and frequent contact with students, employees and the public. Subject to occasional noise from computer operation, and visual exposure to computer screens. May travel to various sites, subject to constant interruptions
PHYSICAL REQUIREMENTS:	Hearing and speaking to exchange information and give presentations. Dexterity of hands and fingers to operate office equipment. Carrying, pushing, or lifting classroom equipment and supplies. Bending at the waist. Lifting objects weighing up to 40 pounds. Reaching overhead, above the shoulders, and horizontally to store equipment. Seeing to observe students in classroom activities. Moving around a classroom or community environment freely and independently enough to observe students naturally and unobtrusively.