

Position: Behavior Specialist	FSLA: Exempt
Department: Educational Services	Salary Schedule: Unrepresented Specialists – Range IV
Reports to: Superintendent or Designee	

OVERALL OBJECTIVE AND SUMMARY

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

Under the direction of the designated education administrator/manger provides consultative and direct instructional and behavioral services to students with severe disabilities, including autism spectrum disorders and emotional disturbances. The Behavior Specialist conducts Functional Analysis Assessments (FAA), develops Behavior Intervention and Support Plans, and provides in-service and on-site training to staff on implementation of instructional and behavioral management strategies.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Essential responsibilities and duties may include, but are not limited to, the following:

- Consults with School Psychologists for the purpose of evaluating student's needs as a basis for treatment planning, and in developing interim intervention and transition plans for students moving to other learning environments.
- Conducts Functional Analysis Assessments.
- Coordinates activities for the purpose of implementing behavior intervention plans and behavior support plans, including measurable goals and objectives with strategies for meeting them.
- Maintains and follows through on plans for the purpose of assisting in the training of students, family, district and special education staff in the use of behavior intervention and instructional strategies designed to assist students in learning replacement behaviors and generalizing skills across settings.
- Works with district and special education staff in developing data collection systems, monitoring data collection, and analyzing data to ensure the effectiveness of interventions and instructional strategies.
- Provides technical support and training in applied behavior analysis including discrete trial training, establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the students' natural environment.
- Participates in the Individual Education Plan (IEP) process as a member of the IEP team by presenting oral and written information and providing input.
- Notifies case manager, completes and sends appropriate forms to parent or case manager, prepares report and provides copies to case manager, drafts goals, updates present levels and progress; when assessment or IEP is required in advance of IEP.

- Contacts parent and case manager and obtains a signed excusal from when unable to attend an IEP meeting.
- Coordinates and evaluates in-class support provided by behavior aides and outside agencies.
- Participates in professional growth activities such as conferences, classes, staff meetings and program visitations.
- Provides regular service reviews to ensure ongoing compliance with implementation of behavior plans.

QUALIFICATIONS:

Knowledge of:

- Principles, practices and terminology of behavioral science, services and management as they apply to California education, including, but not limited to, understanding of child growth and development; common disabling conditions of children as applied to infants, children and youth; and knowledge of strategies and methodologies applied in educational settings.
- Computer based software programs that support this level of work, including but not limited to, word processing, spreadsheet, presentation graphics, and data entry onto custom data bases.
- Demographic and multicultural characteristics of the community served by the District.
- District and department organization, operations, policies, goals and objectives.
- Establish and maintain effective working relationships with those contacted in the course of work.
- First aid/CPR practices.
- Interpersonal skills using tact, patience, and courtesy.
- Oral and written communication skills.
- Proper English usage: grammar, spelling, punctuation, proofreading/editing; basic mathematical skills.
- Pertinent Federal, State, and local laws, codes and regulations.
- Research, data collection, and analysis; report writing, documentation and record keeping.

Ability to:

- Act in a professional and positive manner and function as a contributing member of an educational team.
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
- Be self-motivated and approach problem solving proactively.
- Communicate and work effectively with staff, students, parents, community and outside agencies in a manner that reflects positively on the department and district.
- Communicate clearly, concisely and effectively in English: speaking, writing and reading.
- Demonstrate and train staff in the use of techniques and other instructional strategies in autism and behavior management (e.g., Discrete Trial Training, structured teaching, etc.)
- Develop and administer division/program goals, objectives and procedures.
- Develop, implement, modify and evaluate intervention plans.
- Document student response to interventions.
- Establish and maintain cooperative and effective working relationships with others.

- Gather, collate, classify and analyze data utilizing defined processes; prepare a variety of administrative and technical reports.
- Learn, apply and explain policies, procedures, rules, regulations and Education Codes related to the assigned duties and responsibilities of the position..
- Maintain mental capacity which allows the capability of making sound decisions necessary in the function of the position.
- Maintain consistent, punctual and regular attendance.
- Operate a computer and a variety of job related equipment; use a variety of computer software programs including, but not limited to, word processing, spreadsheets, databases, and management system software.
- Organize and maintain materials and supplies.
- Plan and organize work to meet schedules and timelines.
- Plan, organize and schedule meetings and activities.
- Research, analyze, and evaluate new service delivery methods and techniques.
- Respond to staff, parent/guardian, and community concerns, resolve issues and conflicts and exchange information.
- Review and analyze complex issues, make decisions, develop implementation strategies, and bring plans to completion.
- Speak clearly and understand and follow multiple step instructions.
- Travel/drive as required to complete the requirements of the job.
- Use tact, patience, and courtesy.
- Work confidentially with discretion.
- Work with diverse individuals/groups and present information in clear understandable formats.
- Carry out all aspects of the position professionally.

PHYSICAL ABILITIES

This position requires:

- Hand/eye coordination and manual dexterity to keyboard, 10-key, operate a telephone and job related equipment.
- Normal physical strength and endurance for standing, sitting, bending, reaching, walking and lifting and carrying of lightweight materials.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time.
- Mental ability to think logically, make complex evaluations, determinations and decisions and handle multiple tasks/projects simultaneously.
- Physical mobility to drive a car and move about the district.
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.
- Speaking in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and in addressing groups.
- Sufficient hearing to conduct conversations in person and over the telephone.
- Visual acuity and depth perception to read a variety of materials and inspect work in progress.
- Visual ability to determine and differentiate colors.

EDUCATION AND EXPERIENCE

Required:

- A Master's degree from an accredited university is required.

Experience:

- Minimum of three years of experience comparable to that of a Board Certified Associate Behavior Analyst.
- Minimum of two years experience designing and implementing positive behavior implementation plans for students with severe disabilities such as autism spectrum disorders and emotional disturbances.
- Specialized training in managing assertive, aggressive, and/or non-compliant behavior.
- Experience working in a school setting is desired.

LICENSES AND CERTIFICATES

- Valid California Driver's License
- Must possess current certification by the Behavior Analyst Certification Board.