

## **DINUBA UNIFIED SCHOOL DISTRICT**

### **CLASS TITLE: SCHOOL PSYCHOLOGIST/BCBA; ADMINISTRATOR TO SUPERVISE DISTRICT-WIDE BEHAVIOR TECHNICIANS (K-12)**

#### **BASIC FUNCTION:**

Under the direct supervision of the the Special Student Services Director, the School Psychologist/BCBA Administrator will oversee the district's behavior support services for students in grades K-12, ensuring high-quality implementation of behavioral interventions and support systems. This role involves direct supervision, training, and coaching of behavior technicians across all district schools, as well as close collaboration with special education staff, teachers, and administrators to promote positive behavioral outcomes for students. The School Psychologist/BCBA will also guide data collection, analysis, and evaluation of behavior intervention strategies.

The School Psychologist/BCBA Administrator will provide direct and consultative services to facilitate, assess and support instructional programs for students; provide training and work collaboratively with teachers, aides and support staffs to demonstrate best practices, strategies and techniques to enhance instruction for students with social, communication, behavioral and learning challenges; provide supervisory support, training, guidance, leadership and monitoring to assigned staff; and do other related work as required.

#### **REPRESENTATIVE DUTIES:**

##### **ESSENTIAL DUTIES:**

Oversee and provide clinical supervision to K-12 behavior technicians, ensuring adherence to ethical standards and best practices in behavior support.

Develop and implement training programs to equip behavior technicians with effective strategies and intervention techniques.

Monitor, evaluate, and provide ongoing feedback to behavior technicians, supporting professional growth and performance improvement.

Conduct Functional Behavioral Assessments (FBAs) and develop Behavior Intervention Plans (BIPs) for students with identified needs.

Collaborate with school psychologists, special education staff, and educators to design and monitor interventions aligned with student IEP goals.

Utilize data from interventions to assess the effectiveness of strategies and adjust plans as necessary.

Work with district and school-based teams to provide guidance on behavioral strategies, de-escalation techniques, and crisis intervention.

Act as a liaison between behavior technicians, teachers, administrators, and other support staff to ensure cohesive implementation of behavior programs.

Provide expert advice on the development and reinforcement of school-wide positive behavior support systems and response-to-intervention (RTI) models.

Organize workshops, in-service training sessions, and coaching for behavior technicians, teachers, and staff on behavior management, data collection, and analysis.

Train and certify behavior technicians in specialized interventions, such as Ukeru and other district-selected programs.

Ensure behavior technicians are proficient in documentation, data tracking, and reporting protocols.

Oversee the use of data collection systems (e.g., Motivity, Google) by behavior technicians to track student progress and intervention effectiveness.

Guide behavior technicians in data entry and analysis to support decision-making and improve student outcomes.

Regularly report to district leadership on the impact of behavior support initiatives, identifying trends and areas for improvement.

Evaluate district-wide behavior support systems and recommend adjustments to improve efficiency and effectiveness.

Participate in multi-disciplinary meetings and contribute to the development of district policies related to student behavior and discipline.

Stay current with developments in behavioral analysis and psychology, ensuring the district's approach aligns with evidence-based practices.

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Strong knowledge of behavioral intervention principles and crisis intervention techniques.

**ABILITY TO:**

Develop and deliver effective training for a diverse audience.

Expertise in data collection, analysis, and program evaluation.

Excellent communication and collaboration skills.

Proficiency with behavior tracking software (e.g., Motivity, SWIS) and standard data collection tools.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: Master's degree or higher in School Psychology, Psychology,

Education, Applied Behavior Analysis, or a related field. Minimum of 3 years of experience as a BCBA or School Psychologist, with supervisory experience preferred.

**LICENSES AND OTHER REQUIREMENTS:**

Board Certified Behavior Analyst (BCBA) certification required. Administrative credential required. School Psychologist licensure preferred.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

This is a district-wide role that will require travel between school sites. The School Psychologist/BCBA Administrator must be prepared to work in various settings, including classrooms, specialized support rooms, and offices.

**PHYSICAL DEMANDS:**

Hearing and speaking to exchange information and make presentations.  
Dexterity of hands and fingers to operate a computer keyboard.  
Seeing to read a variety of materials.  
Sitting and standing for extended periods of time.

**HAZARDS:**

Exposure to dissatisfied or abusive individuals.

Employee \_\_\_\_\_ Date \_\_\_\_\_

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Board Approved: December 19, 2024