

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
**Special Education Behavior Specialist**

**DEFINITION:**

Under the direction of the Director of Special Education, the Special Education Behavior Specialist provides consultation, coaching, one-to-one and group presentations, classroom support, and training in instructional and behavioral strategies for regular educators, special education teachers, resource specialists, designated instructional services personnel, and others providing instructional services to students with disabilities. The incumbent provides program coordination, supports appropriate Individual Education Plan (IEP) planning, and collaborates with administration, staff and parents regarding program development related to special needs students, and any other related functions. OMSD is a learning organization therefore all stakeholders share responsibility to educate all students and employ culturally appropriate and sustaining practices that support student learning.

**DUTIES AND RESPONSIBILITIES:**

- Adhere to the federal and state laws that apply to behavioral assessments, interventions, requirements, and regulations for students with Individualized Education Programs (IEPs).
- Promote and support a team approach in behavior support planning and implementation among the school community, teachers, and other support staff.
- Consult and/or collaborate with school site personnel, including school psychologists, to assist in conducting assessments, as appropriate.
- Consult and/or collaborate with school site personnel, including school psychologists and Education Specialists, to assist in developing and/or modifying comprehensive Behavior Intervention Plans (BIPs), as appropriate.
- Consult and/or collaborate with school site personnel (including but not limited to classroom teachers, school psychologists, instructional aides, student support paraprofessionals, related service providers, and other staff) on collecting and analyzing behavioral data guiding decisions regarding behavior interventions and supports for school systems, classrooms, and students with Individualized Education Programs (IEPs) and/or students being assessed for Special Education Services.
- Provide training, direct observation, modeling, and feedback to behavior support providers who may be temporarily assisting in the implementation of behavior interventions and supports with classroom settings.
- Develop and provide professional development for district personnel in areas related to applied behavior analysis (ABA); behavior management strategies; and the federal and state laws regarding behavioral assessments, interventions, requirements, and regulations for students with Individualized Education Programs (IEP).
- Provide data collection support to behavior support providers (i.e., data sheets, data entry, graphical analysis, material creation).
- Write concise and detailed reports concerning Behavior Support Requests and provide support and recommendations to staff as needed.
- Perform other related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

Knowledge of:

1. The Individuals with Disabilities Education Act (IDEA), California special education regulations, Section 504 of the Rehabilitation Act of 1973, and Ontario-Montclair School District and SELPA special education policies and procedures;
2. Characteristics of various special education eligibility, and possible social, emotional or behavioral manifestations of specific disabilities;
3. Principles of behavioral management and Applied Behavior Analysis (ABA); and
4. State and federal regulations for behavior interventions for students receiving special education services.

Ability to:

1. Maintain confidentiality;
2. Effectively interpret and analyze data and/or assessments in a variety of settings and methods;
3. Monitor and evaluate student progress;
4. Work collaboratively and cooperatively with others;
5. Communicate effectively both orally and in writing;
6. Train personnel;
7. Perform clerical duties related to assessment, preparing reports, and maintaining records;
8. Operate standard office equipment;
9. Effectively work independently with little direction and as a member of a team; and
10. Work effectively with administrators and staff.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to a Master's degree from an accredited college or university in special education, behavior analysis, and/or psychology. At least three (3) years of successful experience providing full-time public-school service in special education or working with individuals with disabilities within the specialized field of Applied Behavior Analysis (ABA) with increasing levels of responsibility.

**CERTIFICATION, LICENSES AND OTHER REQUIREMENTS:**

- Possession of a valid California teaching credential;
- Valid Board-Certified Behavior Analyst (BCBA) certification;
- Must be able to become certified by the Crisis Prevention Institute (CPI) in non-violent crisis intervention; and
- Valid California driver's license.

**WORK CONDITIONS:**

- Office environment;
- Classroom and school environment; and
- Exposure to students who may exhibit verbal or physically aggressive behavior.

**PHYSICAL ABILITIES:**

- Dexterity of hands and fingers to operate office equipment;
- Standing or sitting for extended periods to observe students and to conduct work;
- Hearing and speaking accurately to exchange information and make presentations;
- To observe and monitor student behavior, read a variety of materials, and drive a vehicle;
- Lifting or moving objects, normally not exceeding twenty (20) pounds;

- Strength and stamina are required to implement physical intervention protocols to manage crises with students; and
- Bending at the waist, kneeling or crouching.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

**Board Approved: July 11, 2024**