

Dry Creek Joint Elementary School District
Job Description

POSITION TITLE: BEHAVIOR INTERVENTION SPECIALIST

Classification:	Classified	Work Year:	200 days
Department:	Educational Services	Board Approval:	9/17/15
Reports To:	Director of Special Education		
Salary Range:	Classified Salary Schedule, Range 49		

BASIC FUNCTION:

Oversee the quality and consistency of behavioral programs for students with a range of disabilities; performs and conducts behavioral assessments and reports; works collaboratively with the IEP team to devise effective behavioral interventions and on-going evaluation and coaching; provides support and training to staff serving students with special needs; performs related duties as assigned.

REPRESENTATIVE DUTIES:

- Implements behavioral training, consultation, and coaching designed to meet the needs of students.
- Attends IEP meetings and collaborates with IEP team to develop effective behavioral interventions to be implemented in a classroom and school setting.
- Develops and implements behavior observation systems and trains staff on systems.
- Coordinates the collection and analysis of data related to the student behavior plans and corresponding behavioral IEP goals in order to make appropriate programmatic decisions.
- Provides on-going instruction modeling and performance feedback to school personnel and staff regarding initiation and implementation of behavior support plans and behavior intervention plans.
- Monitors behavior plan implementation and staff fidelity of implementation in order to ensure behavior plans are implemented as intended and written.
- Provides professional development and follow-up coaching for school personnel on a variety of topics related to Applied Behavior Analysis and Positive Behavioral supports.
- Complete FBA and FAA assessments and reports as delineated by California Education Code.
- Designs and implements a program for his/her own professional growth in order to remain current in all areas of evidenced based practices as it applies to positive behavior support.
- Refer parents to appropriate community services which are not available in the district, and serves as a liaison between the community resources and the district.
- Participates in due process hearings, complaint and compliance investigations and district self-review of compliance as needed.
- Performs other duties similar to the above in scope and function as required.

LICENSES AND OTHER REQUIREMENTS:

- Possession of Board Certified Behavior Analyst Certification (BCBA)
- Possession of California Credential in Special Education, School Psychology, Social Work or Counseling preferred.
- Experience working with students with autism, emotional disturbance or mental health diagnosis.
- Possession of valid California Driver's License.
- Department of Justice fingerprint clearance.
- TB Clearance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Proper English usage, grammar, vocabulary, spelling, and punctuation.
- General needs and behaviors of students.
- Pertinent academic areas and learning situations, emotional makeup and special learning needs of developmentally handicapped students.
- Best practices and laws governing behavioral supports for students' with disabilities.
- Skills in the areas of behavior analysis and evidence based interventions.

- Knowledge of state and federal mandates as they apply to behavior assessments, functional analysis assessments, and interventions in the schools including crisis management, emergency procedures and prohibited interventions.
- Skills in communicating assessment results both orally and in writing.
- Interpersonal communication, consultation and group leadership skills necessary to work effectively with students, parents, teachers and administrators.
- Skills in public speaking, designing presentations and training for small and large groups of school professionals.

ABILITY TO:

- Work at a desk, conference table or in meetings of various configurations.
- Manage multiple tasks at one time.
- Understand the needs of special education students and effectively relate to learning/recreational situations.
- Learn the requirements of the students in the specific special education learning program(s) to which assigned.
- Establish and maintain accurate records and files.
- Exercise tact, patience, courtesy, and good judgment in performance of required duties.
- Maintain the security and confidentiality of specified records and information.
- Learn district/school policies related to student conduct, safety, and welfare in assigned areas.
- Establish and maintain effective work relationships with those contacted in the performance of required duties.

WORKING CONDITIONS:

ENVIRONMENT:

- Normally located in a work environment with moderate physical qualifications and requirements.

PHYSICAL ABILITIES:

- Sufficient vision to read printed material.
- Sufficient hearing to conduct in person and telephone conversations.
- Understandable voice with sufficient volume and clarity to be heard in normal conversations.
- Sufficient dexterity to write, use telephone, office and media equipment.
- Sufficient mobility to move about the district and drive a car.
- Sufficient strength to lift 25-50 lbs or carry object weighing over 25 lbs.
- Physical, mental, and emotional stamina to endure workload under stressful conditions.