

SUPERVISOR, BEHAVIORAL INTERVENTION PROGRAMS

DEFINITION

Under the direction of an assigned administrator, plan, organize, direct, and supervise behavioral intervention programs in San Mateo County Office of Education school programs. Collaborate with administrators, teachers, and support staff to conduct comprehensive Functional Behavioral Assessments (FBAs). Design, implement, and evaluate evidence-based behavior support plans. Provide training, consultation, and program development for staff and parents, and ensure compliance with applicable laws, regulations, and best practices governing behavioral intervention services.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from assigned administrator. Exercises direct supervision over paraprofessional support staff.

CLASS CHARACTERISTICS

This is a full supervisory-level class that exercises independent judgment in planning, organizing, and evaluating behavioral intervention programs with accountability and ongoing decision-making responsibilities associated with the work. Incumbents are responsible for planning, organizing, supervising, reviewing, and evaluating the work of assigned staff, developing and conducting professional development and training, and providing professional level support to the site administrator in areas of assignment. Performance of the work requires the use of independence, initiative, and discretion within established guidelines.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Plan, organize, and supervise behavioral intervention programs and services; contribute to the overall quality of behavioral intervention programs by developing, reviewing, and implementing policies and procedures to meet programmatic needs; monitor and evaluate the quality and effectiveness of behavioral intervention services provided
- Conduct comprehensive functional behavioral assessments (FBAs) to determine target behaviors, behavioral functions, and appropriate replacement behaviors; conduct reevaluation to determine whether a student can transition to a less restrictive support ratio
- Design, implement and evaluate effectiveness of evidence-based behavior intervention plans (BIPs); evaluate initial and ongoing qualifications for students to receive behavioral intervention services and supports; determine service intensity and duration based on assessment data
- Develop and implement comprehensive behavioral analytic data collection systems; analyze statistical data to measure program effectiveness and student progress
- Provide direct behavioral intervention services to students with complex behavioral needs and model evidence-based practices for staff and parents; conduct classroom observations and environmental

assessments to provide recommendations for environmental modifications and instructional adaptations; support crisis intervention and de-escalation procedures to ensure staff safety and student welfare during behavioral incidents

- Collaborate with multidisciplinary teams including school psychologists, speech-language pathologists, occupational therapists, social workers, nurses, and outside agencies/providers to ensure comprehensive and effective behavioral intervention services for students
- Administer monthly behavioral intervention team trainings for all behavioral support staff serving in school programs run by the county office; develop and implement professional development programs for administrators, teachers, support staff and parents in behavioral intervention strategies, positive behavioral interventions and supports (PBIS), and trauma-informed practices
- Supervise, review the work of, train, and evaluate assigned RBTs; manage RBT schedules and service delivery to ensure optimal learning outcomes for students
- Provide required supervision to staff pursuing RBT certification; mentor and support professional development of behavioral intervention staff; design and conduct training for RBT recertification purposes to include developing performance expectations, observing service delivery, providing feedback, and guiding ethical decision-making; document supervision activities to ensure certification compliance and quality assurance
- Provide consultation and advisory services to site administrators, general and special education teachers, and support staff serving in school programs run by the county office regarding behavioral intervention strategies and program implementation; communicate and confer with administrators, staff, parents and community agencies to coordinate intervention activities, exchange information and resolve complex behavioral issues
- Provide consultation on the design of behavioral intervention programs to site administrators who lead SMCOE school programs
- Ensure compliance with federal, state and local laws, regulations, policies and procedures related to behavioral intervention services, special education, and student rights; maintain current knowledge of applicable laws, regulations, research and best practices in behavioral intervention and applied behavior analysis
- Prepare and maintain comprehensive reports, behavioral intervention plans, progress monitoring data, and personnel records; compile and analyze program evaluation data
- Attend and conduct administrative meetings related to program planning, staff supervision, and policy development
- Operate various office equipment including computers and specialized software; maintain electronic databases and information systems
- Performs related duties as required

QUALIFICATIONS

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

- Equivalent to a bachelor's degree from an accredited college or university with major coursework in Applied Behavior Analysis, psychology, liberal studies, human development or related field
- Five (5) years of experience implementing behavioral intervention services for students with autism and other behavioral challenges in educational settings; two (2) of five (5) years must be in a

supervisory capacity overseeing behavioral intervention services

Licenses and Certifications:

- Board Certified Behavior Analyst (BCBA) certification, and ongoing maintenance of the certification through the Behavior Analyst Certification Board (BACB) while in the employ of SMCOE
- This position may require employees to travel locally, and specifically, employees must be able get to different locations during their workday. Employees will be responsible for ensuring that they can timely move between locations during their workday either via driving themselves with a valid driver's license or by using other modes of transportation, including a ride hailing service, taking a taxi, carpooling, bicycling, etc.

Knowledge of:

- Advanced theory and techniques of Applied Behavior Analysis and evidence-based behavioral intervention practices
- Functional behavioral assessment methodologies and data analysis techniques
- Positive behavioral intervention and support frameworks including PBIS and trauma-informed practices
- Principles and practices of employee supervision, including work planning, assignment review and evaluation, discipline, and the training of staff in work procedures
- Principles and practices of program management and staff development
- Principles and techniques for working with groups and fostering effective team interaction to ensure teamwork is conducted smoothly
- Applicable federal, state, and local laws, codes, regulations and policies related to special education, behavioral intervention services, and student rights
- IEP/IFSP development, implementation and compliance requirements
- Current research, methodologies and evidence-based practices for serving students with autism spectrum disorders and other behavioral challenges
- Principles of adult learning and professional development program design
- Budget development and resource management
- Crisis intervention and de-escalation techniques
- Office and mandated safety rules, regulations, and protocols
- Principles and practices of developing and maintaining technical documentation, files, and records
- Effective oral and written communication techniques, methods and standards
- Modern equipment and communication tools used for programs, projects, and task coordination, including computers and software programs relevant to work performed

Ability to:

- Plan, organize, direct and supervise comprehensive behavioral intervention programs and staff
- Conduct advanced functional behavioral assessments and develop complex behavioral intervention plans utilizing ABA principles
- Analyze complex behavioral data and make evidence-based program decisions
- Provide consultation and training to diverse audiences including administrators, teachers, support staff and parents
- Handle sensitive and confidential information with discretion and professionalism
- Select and supervise staff, provide training and development opportunities, ensure work is performed effectively, and evaluate performance in an objective and positive manner
- Develop and implement goals, objectives, practices, and procedures related to course of work
- Understand, interpret, and apply all pertinent laws, codes, regulations, policies and procedures, and standards relevant to work performed

- Use tact, initiative, prudence, and independent judgment within general policy and procedural guidelines.
- Independently organize work, set priorities, meet critical deadlines, and follow-up assignments
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work
- Effectively use of computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks
- Drive to various district sites to conduct supervision, training, and direct services

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; to operate a motor vehicle and visit various Office sites. Employees must possess sufficient physical mobility to move about in various work environments and respond to emergency situations. Employees must also possess sufficient strength to assist with student behavioral interventions. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull up to 25 pounds. They must also possess visual and auditory acuity sufficient to observe student behaviors, conduct assessments, and communicate effectively.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with students with challenging behaviors and potential safety risks