

	PERSONNEL COMMISSION	JOB SPECIFICATION	
		Job Family: INSTRUCTIONAL	
		Salary Range: 250	Schedule: Classified Bargaining Unit
		FLSA Status: Exempt	

JOB TITLE: EARLY CHILDHOOD INCLUSION SUPPORT SPECIALIST	
--	--

POSITION PURPOSE
Under general direction, collaborates with preschool instructional staff to strengthen inclusive practices for young children by aligning assessments with daily instruction. Promotes inclusive play-based learning environments through behavioral consultation, staff coaching, intervention planning, and developmentally appropriate instructional strategies supporting students with diverse developmental, behavioral, social-emotional, and learning needs.

DISTINGUISHING CHARACTERISTICS
This position focuses on practice-based coaching, a job-embedded, evidence-based framework designed to enhance practitioners’ knowledge and implementation of effective strategies. The role supports practitioners in learning about and applying evidence-based embedded instructional practices to promote positive outcomes for young children with disabilities or those at risk, as well as their families. This position differs from the Behavior Support Specialist classification in that its responsibilities emphasize preschool inclusion support, staff collaboration, classroom-based implementation strategies, and developmentally appropriate behavioral supports within play-based instructional settings. In contrast, the Behavior Support Specialist role focuses on formal behavioral assessment, functional behavioral analysis, and district-level behavior case management services.

ESSENTIAL DUTIES / RESPONSIBILITIES
Instructional & Inclusion Support • Support inclusive preschool environments serving students with disabilities and behavioral, developmental, and social-emotional support needs within play-based instructional settings. • Assist instructional staff in adapting classroom activities, environmental structures, routines, transitions, and instructional strategies to support student access, participation, and engagement. • Reinforce social-emotional learning, communication development, peer interaction, and self-regulation strategies within classroom activities and daily routines. • Support implementation of IEP accommodations, behavioral supports, and individualized intervention strategies within classroom environments. • Assist with development and maintenance of structured, supportive, and developmentally appropriate classroom environments that promote positive student behavior and engagement.

Behavioral Consultation & Intervention

- Assist preschool instructional staff with development, implementation, and reinforcement of positive behavioral intervention strategies and classroom support systems, tying Desired Results Developmental Profile (DRDP) assessments to curriculum and instructional practices.
- Observe and support identification of behavioral patterns, environmental triggers, and developmental factors impacting student participation and engagement. Assist in promoting inclusive classroom practices that support student participation, engagement, self-regulation, and positive peer interactions.
- Assist in developing and implementing individualized behavioral supports, intervention strategies, and proactive classroom management approaches.
- Model proactive de-escalation, co-regulation, redirection, and behavior support techniques appropriate for preschool-aged children.
- Support implementation of trauma-informed, relationship-based, and developmentally appropriate behavioral support practices.
- Reinforce proactive behavioral strategies designed to support safe, inclusive, and productive learning environments.

Staff Coaching & Collaboration

- Provide coaching, modeling, consultation, and implementation support to preschool instructional staff regarding classroom management, student engagement, behavioral support strategies, and inclusive instructional practices.

MINIMUM ENTRANCE QUALIFICATIONS

Education

Associate degree or higher from an accredited college or university in Child Development, Early Childhood Education, Psychology, Behavioral Sciences, Special Education, or a closely related field.

OR

Possession of a valid California teaching credential related to preschool, early childhood, or special education instruction.

Experience

At least three (3) years of increasingly responsible professional experience supporting preschool-aged children and/or students with disabilities within instructional, behavioral intervention, early childhood education, inclusive classroom, or related educational settings. Experience implementing developmentally appropriate behavioral supports, intervention strategies, and collaborative classroom practices is preferred.

Licenses and Certifications

- Nonviolent Crisis Prevention and Intervention (NCPI) certification (required)
- Practice-Based Coaching (PBC) certification – must be obtained within six (6) months of hire
- BCBA certification (preferred) *or* Child Development Teacher Permit (preferred)
- Valid First Aid and CPR certification (must be current)

KNOWLEDGE AND ABILITIES

Knowledge of:

- Principles and practices of early childhood education and child development
- Developmentally appropriate instructional and behavioral support strategies for preschool-aged children
- Inclusive preschool practices and strategies supporting students with disabilities and diverse learning needs
- Positive behavioral intervention techniques, classroom management strategies, and social-emotional supports
- Trauma-informed practices and child-centered behavioral support approaches
- Play-based instructional environments and early learning frameworks
- Techniques supporting student engagement, communication, self-regulation, and peer interaction
- Basic understanding of Individualized Education Programs (IEPs), accommodations, and behavioral support implementation within classroom settings
- Observation, documentation, and recordkeeping techniques related to student support services
- Effective interpersonal communication and collaborative problem-solving techniques
- Health, safety, and supervision practices applicable to preschool and early childhood environments

Ability to:

- Understand and follow applicable laws, regulations, policies, procedures, and directions related to assigned activities
- Interpret and apply child development and behavioral support principles within early childhood educational settings
- Analyze situations accurately and exercise sound judgment in dynamic classroom environments
- Establish and maintain effective working relationships with students, staff, families, and multidisciplinary teams
- Communicate effectively, both orally and in writing
- Maintain professionalism, patience, emotional stability, and confidentiality in sensitive situations
- Demonstrate initiative, flexibility, and adaptability in supporting varying student and classroom needs
- Understand and implement developmentally appropriate practices for preschool-aged children
- Learn and apply behavioral intervention methodologies, instructional strategies, and program procedures
- Observe, recognize, and respond appropriately to student behavioral, developmental, and social-emotional needs
- Maintain accurate records and documentation
- Work independently with minimal supervision while effectively collaborating as part of a team
- Manage multiple priorities and respond effectively to changing circumstances and student needs

WORKING CONDITIONS

Physical Demands:

Requires the ability to perform in an indoor and/or outdoor learning environment engaged in work of primarily a sedentary to a moderately active nature. Requires near visual acuity to read and write printed materials and computer screens. Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment. Requires ambulatory ability to: move about office, classroom/laboratory, school grounds or other learning environment, to tutor, assist with presentations, and reach work materials. Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers.

Environment:

Work is performed indoors with no exposure to weather conditions and some outside work with exposure to weather conditions during outdoor activities and/or field trips.

Hazards:

Possible exposure to bodily fluids, bloodborne pathogens and infectious diseases as assigned by the position. Possible contact with hostile or abusive students with unpredictable behaviors including, but not limited to yelling, hitting, kicking, scratching, biting and eloping.

Adopted by the Personnel Commission on: June 17, 2026