



Job Description

Title: Behavioral Intervention Specialist	FLSA Status: Non-Exempt	Months: 10
Supervisor: Director of Special Education	Supervises: N/A	Range: 38
Department: Special Ed	Bargaining Unit: Classified	Approved:

JOB SUMMARY:

The Behavioral Intervention Specialist provides consultation, coaching, one-to-one and group presentations, and classroom support, instructional and behavioral strategies for regular education and special education teachers, site personnel, and others providing instructional services to students with disabilities as directed by the Director of Special Education.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Conducts comprehensive Functional Behavioral Assessments (FBA), in collaboration with the school psychologist writes legally defensible effective behavioral analysis reports, and develops Behavior Intervention Plans (BIP).
- Develops consultation relationships with school district special and general education service providers. Trains, and monitors the work of teachers and classified staff assigned to work with students with behavioral challenges.
- Provides interventions and trains district staff and administrators in behavioral interventions for special education students.
- Analyzes behavior from a functional perspective and develops daily positive interventions.
- Participates as part of a multidisciplinary team and supports the district and all school sites and activities.
- Collaborates with a variety of service providers and agencies, working within the District
- Researches interventions, treatment techniques, and assessment tool resources and methods.
- Conducts positive behavior support presentations, training and professional development. Participates in meetings, including Individual Educational Plans (IEPs), 504 meetings, Student Study Teams, and suspension conferences.
- Assist with the Behavior Intervention Assistants; leads weekly meetings and trainings for the team
- Assist the Director, Administrator, Program Specialist or assigned teacher of behaviorally-based programs for individuals with special needs.
- Trains staff and monitors data and data collection, lesson development, and implementation of Behavior Support Plans (BSP) and Behavior Intervention Plans (BIP).
- Communicates with parents regarding behavior needs of students

OTHER DUTIES:

- Perform related duties as assigned.

JOB REQUIREMENTS:

Experience providing services to special education students; assessing students; developing and implementing behavioral interventions for special education students; assessing student functional capabilities; conducting presentations; and performing research.

Skill developing and presenting training activities; establishing and maintaining professional working relationships with individuals, groups, public, and private agency personnel; developing consultation relationships with special and general education service providers.

Knowledge of appropriate curriculum and instructional strategies for students with disabilities; current state and federal special education regulations; special education curriculum resources and materials; behavior intervention methodology/techniques including positive behavior intervention strategies and regulations; individual and classroom management techniques; principles and practices of instruction, curriculum, professional development, and assessment in a special education setting; student assessment methods; research basis underlying best practices in special education; diagnostic instruments and their interpretation and application; applied behavior analysis; .

Ability to present complex information on behavior, behavioral assessment, and implementation of behavior plans to staff; work independently; communicate orally and in writing; establish and maintain professional relationships; establish priorities and meet deadlines; travel to various locations; manage various assignments simultaneously; work as part of a multi-disciplinary team; work with adolescents and transition age youth that have behavioral, learning, and social challenges;

Physical Abilities include sitting for extended periods, reaching, lifting and carrying, fine manual dexterity, pulling, pushing, talking/hearing, near and far visual acuity/depth perception/color vision/field of vision.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Experience working with emotional disturbance behavior disorders.
- Experience working with students with Autism-
- Experience working with students with mental health issues and needs.
- Trained in Non-Violent Crisis Intervention, or similar de-escalation program.

Education and Experience:

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

Three (3) years successful experience providing behavioral services/support to students with disabilities and/or significant behavioral needs.

Licenses, Certifications and other Requirements:

- Certification as a Board-Certified Behavior Analyst (BCBA)
- Valid First Aid and CPR certification
- Valid California Class C Driver's License and Evidence of Insurability.

WORKING CONDITIONS:

Work Environment:

- Indoor office/classroom environment/outside-playground.
- Driving a vehicle to conduct work.

Physical Demands:

- Seeing to monitor children and read a variety of materials.
- Sitting or standing for extended periods of time while working with students.
- Bending at the waist, kneeling or crouching to assist students.
- Hearing and speaking to exchange information.
- Pushing or pulling wheelchairs, mobility toys and other adaptive equipment.
- Walking indoors and outdoors to transition between classes and services.

Hazards:

- Potential close contact with impulsive or aggravated students.
- Potential contact with blood or body fluids.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.