



**Job Title:** Behavior Intervention Specialist (BCBA)

**Reports to:** Director of Student Support Services

**Definition:**

Under the direction of the Director of Student Support Services, plan, develop and coordinate programs and service delivery options to meet the needs of students requiring behavior intervention services; assure compliance with applicable laws, codes, rules and regulations; develop and administer professional development activities relative to area of expertise.

**Essential Functions:**

- Assist the Director in operating special education programs.
- Develop Behavior Intervention Plans in collaboration with school psychologists, and oversee the behavior intervention strategies and plans formulated by classified staff.
- Conducts Functional Behavior Assessments in collaboration with school psychologists.
- Provides technical expertise, information and assistance to District administration regarding assigned functions; assist in the formulation and development of policies, procedures and programs; advise administration of unusual trends or problems and recommend appropriate corrective action.
- Provides mentorship, guidance and work direction to a team of Behavior Support Specialists and instructional assistants supporting the autism population, including providing and coordinating on-going competency based training for behavior support specialists and instructional assistants.
- Develops, recommends and updates training materials on a regular basis, and maintains the training system and records to monitor staff progress.
- Provides in vivo, group and individual training to staff as needed, facilitates and measures the efficacy of training programs.
- Consults with classroom teachers, administrators and other district Behavior Support Specialists to assess the need for and efficacy of professional development training.
- Prepares and directs the maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; maintain confidentiality of sensitive and privileged information; review daily data and student case records.
- Implements procedures, coordinate reviews, and monitor reporting forms and reports to assure compliance with applicable laws, codes, rules and regulations.
- Serves as a member of the District's Behavior Support Team and assists with the coordination of itinerant Behavior Support Specialist support.
- Confers with special education classroom teachers to coordinate appropriate teaching materials and classroom environments for students diagnosed with Autism; assists classroom teachers in training instructional assistants and behavior support specialists and other service providers to accurately and effectively implement Behavior Intervention Plans as outlined in students IEPs.
- Trains and evaluates the performance of assigned classified program staff, including developing and administering the on-boarding process of newly hired instructional assistants and Behavior Support Specialists; interviews job candidates for instructional assistant and Behavior Support Specialist positions.
- Communicates student data with parents of students receiving behavioral services in a manner that is regular and consistent.
- Assumes other duties as assigned.

**Secondary Functions:**

- This is a single position classification. All duties assigned are considered essential.

**Experience and Education:**

Any combination of experience and training that would provide the knowledge and skills necessary for the position.



**Certification, Licenses, and Other Requirements:**

- Master's degree in Psychology, Education, Educational Psychology, Social Work, Behavioral Health, or related field.
- Valid California Credential in General Education, Special Education, or Pupil Services (preferred)
- Board Certified Behavioral Analyst (BCBA) certification
- Nonviolent Crisis Intervention certification
- Valid California Class C Driver's License
- Experience in providing educational programs and behavior plans for students with autism and emotionally disturbed is preferred.
- Experience training others in the behavior management techniques using Applied Behavior Analysis (ABA), Discrete Trial Teaching (DTT), Pivotal Response Training (PRT) and verbal behavior is preferred.

**Knowledge of:**

- Special Education services, laws, and regulations
- Applied Behavior Analysis (ABA)
- Common Core State Standards
- Adult Learning Theory
- Effective Coaching Practices
- Federal and state laws regarding behavior interventions for special education students (CCR 3052 CFR 300.502(b) and (c))
- Various educational disabilities and relevant teaching approaches
- Individualized Education Program (IEP) process and law
- Basic statistics and data analysis
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Basic record-keeping techniques
- Interpersonal skills using tact, patience and courtesy

**Ability to:**

- Apply ABA and discrete trial principles and techniques in developing strategies and recommendation for management of maladaptive classroom behaviors, social skills development and data collection;
- Learn and apply rules and regulations in executing assigned purchasing functions;
- Maintain the security of confidential materials;
- Analyze situations accurately and adopt an effective course of action;
- Comprehend and follow directions given verbally and in writing;
- Demonstrate mental acuity sufficient to perform the essential functions of the position;
- Communicate effectively both orally and in writing;
- Establish and maintain cooperative and effective working relationships with others;
- Meet schedules and time lines;
- Exercise independent judgment and initiative without close supervision;
- Be motivated to produce high quality work product and maintain a work pace appropriate to the position.



**Physical Requirements:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions.

**Body Movements:** Regular Activities: conduct verbal conversation; hear normal range verbal conversation; sit, stand, stoop, kneel, bend and walk; sit for sustained periods of time; stand for sustained periods of time, climb slopes, stairs, steps, ramps and ladders; exhibit full range of motion for shoulder external and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, knee flexion; demonstrate the manual dexterity necessary to operate computer keyboard.

**Lifting Requirements:** Employees assigned to this classification lift, carry, and/or move objects weighing up to 50 pounds. Occasionally, lift, carry, and/or move objects weighing up to 50 pounds.

**Vision Requirements:** Ability to read handwritten or typed documents and the display screen of various office equipment and machines; vision which allows accurate observation from a distance.

**Work Environment:**

The work environment characteristics 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.

Position Environment

School site environment; subject to frequent interruptions; demanding timelines; contact with employees and the public.

Exposures, Risks and Hazards

Normal risks and hazards associated with operating computers and computer-related equipment and working with students who have emotional and behavioral issues.

Governing Board Approved: January 8, 2019

Revised and Board Approved: March 12, 2019