

CLASS TITLE: BEHAVIOR SPECIALIST

BASIC FUNCTION:

Under the direction of an assigned supervisor, this position will be a part of multi-disciplinary team assessing behaviors and determining appropriate behavioral intervention for Therapeutic Special Day Classes (TSDC) and/or school-wide behavioral needs.

ESSENTIAL DUTIES:

Confer with Supervisor to help create, manage, and monitor assigned behavioral cases and coach/support relevant team members.

Provide effective consultation to school team members on the implementation of behavioral strategies to support classrooms and students.

Assist Supervisor in conducting behavioral assessments, including conducting observations and taking data. Identify environmental conditions that contribute to or sustain desired/undesired behavior and practicable interventions.

With supervision, develop, implement, and monitor behavior management systems, behavioral programs, and Behavior Intervention Plans (BIPs) as needed; train staff in how to implement these and monitor for fidelity.

Collaborate in creating observable and measurable behavioral IEP goals and objectives. Provide regular progress updates on goals per district and/or SELPA reporting schedule.

Create data collection systems to monitor and report on effectiveness of interventions and recommendations and track progress on IEP goals. Generate data sheets as needed for student programs.

Provide individual and/or group social skills trainings (i.e. pro-social communication, anger management, conflict resolution, etc.) to students.

Provide training for new behavior technicians, as well as ongoing coaching and support.

Provide hands-on training within 1:1 and/or group sessions as needed for effective modeling and demonstration of recommended strategies to behavior technicians and/or school/classroom staff as appropriate.

With support, collect and analyze data. Make relevant changes to programs based on the data.

Assist the BIS supervisor with student and staff scheduling to meet student behavioral support needs.

Develop behavioral lesson materials as needed.

Act as a liaison with supervisors and school staff for the purpose of supporting individual student development goals.

Support behavioral presentations designed to meet site, district, and or SELPA needs.

Support School-Wide PBIS (Positive Behavior Interventions and Supports)/MTSS (Multi-Tiered Systems of Support) teams and initiatives.

Communicate and consult with teachers, paras, occupational therapist, speech and language pathologists, school psychologist, school administrations, and parents.

Provide behavioral updates for IEPs of assigned cases and attend/present at IEP meetings, including transitional support services.

Provide prudent and appropriate responses to behavioral crises.

Attend individual & group supervision meetings.

Responsible for covering behavior technicians' responsibilities if necessary, including direct service to students.

Maintain confidentiality and comply with governmental laws and regulations, as well as District and SELPA policies and procedures.

Perform other duties as requested by supervisor.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

Knowledge and experience pertaining to behavior management systems and working with collaborative teams.

Knowledgeable in Special Education Laws & Applied Behavioral Analysis theories.

Character, personality, and social interaction skills for working effectively with diverse staff, students, parents and the community.

Possess specific knowledge in the area of behavioral theory and practice in relation to autism, emotional disturbance, and moderate/severe disabilities, as well as to special education and general education settings.

Build strong, positive professional relationships through clear communication and follow-through.

ABILITY TO:

Ability to respond fully to quickly escalating behavioral situations that involve children on mainstream school sites.

Possess sound written and verbal communication skills.

Excellent time management and material organizational skills.

Must possess leadership skills and be able to work independently.

Strong understanding of PBIS.

Strong skill set in analyzing data, effective listening, planning, and problem solving.

Ability to be flexible and work with others in a variety of circumstances.

EDUCATION AND EXPERIENCE:

Master Degree in Human Services field preferred; Bachelor's Degree in Human Services field desirable. Two (2) years of direct service with a variety of students (ex. age, grade, disability, behavior profile, etc.) in a therapeutic/behavioral school setting is desirable.

LICENSING AND CERTIFICATION:

As required by law

WORKING CONDITIONS:**ENVIRONMENT**

Work collaboratively with all District Office departments and school site personnel.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard. Hearing and speaking to exchange information in person or on the telephone.

Sitting for extended periods of time.

Seeing to read a variety of materials and observe student behavior.

Reaching overhead, above the shoulders and horizontally.

Ability to lift up to 25 pounds.

TERMS OF EMPLOYMENT

Salary and terms of employment are described in the Agreement between Sunnyvale School District and California School Employees Associations.

EVALUATION

Performance of this job will be evaluated in accordance with the Agreement between Sunnyvale School District and California School Employees Association.