



## PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

**DRAFT**

Position: **Behavioral Health TOSA**  
Reports to: Director of Special Education

Classification: Certificated  
Work Year: 10 months/ 185 days  
Salary: Certificated Salary Schedule # 4

**DEFINITION:** Under the direction of the Director of Special Education, the Behavioral Health TOSA to organize and direct activities involved in the development and implementation of behavior management programs for individual students and classroom programs according to best practice methodologies and procedures for students age 3-22. Coordinate communication and information to meet student needs; and direct Special Education Paraeducators as assigned. Provide training and collaboration for certificated staff. The position provides social-emotional supports for students on the autism spectrum and/or students whose behaviors interfere moderately or significantly in the accessing instruction. Participate in assessment teams.

**ESSENTIAL FUNCTIONS:** *This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.*

- Work as an active member on a variety of school teams, representing Special Education in a positive, professional manner.
- Develop, implement and revise behavior programs for identified students in accordance with best practice methodologies and procedures; provide ongoing monitoring of behavior programs, including individual and group instruction.
- Develop data collection systems, monitor data collection and provide programmatic recommendations based upon results; develop individualized program notebook and review notebook materials and guidelines regularly.
- Collaborate with and coordinate communications between staff, administrators, and families and outside agencies to assure efficient behavior program implementation; attend team meetings for behavior program oversight, record and distribute meeting notes.
- Develop and implement training sessions related to behavior programs, methodologies and procedures; provide behavior management demonstrations to staff; training and direct Special Education Paraeducators as assigned.
- Attend Individualized Education Program (IEP) meetings and assist in the development and implementation of IEP goals and behavior support plans as appropriate; attend and conduct meetings as assigned; participate in training sessions and workshops as directed.
- Operate a variety of office equipment including a copier, fax machine, computer, and assigned software; utilize cameras and audio-visual equipment; drive a vehicle to conduct work between various school sites; administer first aid and CPR as necessary
- Observe students with typical peers and be able to articulate to students, staff, and parents what instruction will be necessary to help individual students look typical.
- Stay current on strategies, research and curriculum related to social/emotional instruction
- Maintain skills/ stay current on technology tools related to student instruction.
- Maintain regular and prompt attendance.
- Perform other related duties as assigned.



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### **KNOWLEDGE AND ABILITIES:**

- Knowledge of organization and direction of activities involved in the development and implementation of behavior management program.
- Applied Behavior Analysis, Discrete Trial Training and other applicable research-based behavior management methodologies.
- Knowledge of local, state, and federal standards and requirements governing behavior management for children with autism and other behavior disabilities
- Ability to concentrate on a single task for up to two hours at a time.
- Ability to learn quickly and adapt to a variety of machinery, instructions, and task methods
- Ability to meet deadlines in terms of work assignment schedules.
- Ability to interact daily in -person with other members of the school staff and possess comfortable interpersonal skills and cooperative attitudes
- Convey an understanding, patient attitude toward students, parents, staff, and community
- Maintain the privacy of confidential information

### **QUALIFICATIONS/REQUIREMENTS**

- California Special Education credential with an authorization to teach in a Mild/Moderate or Moderate/Severe setting
- Added Autism Authorization or the Autism Authorization embedded in the Special Education credential
- Minimum of 3 years of successful experience working with children with autism and/or behavior disorders. (desired)
- Possess Crisis Intervention Training Certificate within one year of employment
- Valid California driver's license.
- First Aid and CPR certification

### **PHYSICAL REQUIREMENTS:**

- Dexterity of hands and fingers to operate standard office and classroom equipment.
- Sitting or standing for extended periods of time, and in various locations, including the floor and child-sized chairs.
- Climbing stairs, ladders, and various play structures.
- Physical ability to move continuously and quickly throughout the day and to run short distances.
- Dexterity of hands and fingers to operate specialized medical equipment.
- Seeing to read a variety of materials and monitor student health conditions.
- Hearing and speaking to exchange information,
- Bending at the waist, kneeling or crouching to assist students.
- Reaching overhead, above the shoulders and horizontally.
- Walking on uneven terrain.
- Climb stairs.
- Physical ability to lift 20 pounds to shoulder height.

### **HAZARDS:**

- Contact with dissatisfied or abusive individuals.
- Potential exposure to verbal abuse and aggressive behaviors (hitting, biting, scratching, kicking, etc.)