

<p style="text-align: center;"><b>BENICIA UNIFIED SCHOOL DISTRICT</b> <b><i>Certificated Management Job Description</i></b></p>
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**Program Specialist/Behaviorist**

**PRIMARY FUNCTION**

Supports, coordinates, and consults with all personnel assigned to special education programs and oversees the continuum of services. Provides behavioral consultation and direct support services. Responsible for training and monitoring Special Education Classified Staff. Provides direct and consulting services to assist staff and families in the development and implementation of comprehensive behavior intervention services for students. This includes planning, organizing, coordinating, and training site staff to maintain a Multi-Tiered Positive Behavior Intervention System.

**TYPICAL DUTIES AND RESPONSIBILITIES**

- Lead and facilitate teams, professional learning, coaching, and mentoring for a range of stakeholders on topics related to special education and multi-tiered systems of support.
- Train, supervise and monitor Special Education Staff.
- Provide and/or supervise the provision of Social Skills instruction for students with social/executive functioning deficits.
- Highly skilled at complex special education cases and well-versed in IDEA and Educational Code.
- Conduct Functional Behavior Assessments.
- Develop Behavior Intervention Plans as a tier 3 support.
- Serve as a resource and liaison to IEP teams regarding placement considerations in unique and difficult cases.
- Participate in school's staff development, program development and innovation of special methods and approaches as well as modifications and accommodations.
- In consultation with site administrators and the Director of Special Education, evaluate the implementation of student behavior plans.
- Attend conferences, workshops and inservice training sessions pertaining to areas of responsibility.
- Serve on district committees.
- Visit and observe nonpublic schools and agencies serving children with exceptional needs.
- Case manage students attending nonpublic schools.
- Serve as liaison to:
  - Community agencies/services
  - State and county schools and services
  - Nonpublic schools
  - Parent and professional groups
- Design and deliver behavior intervention plans and services, training, and other related in-service programs, including student-specific intervention training to staff and parents.
- Assist staff in the development and implementation of interventions through modeling and/or shadowing techniques.
- Provide ongoing consultation and guidance on the use of new and innovative methods, strategies, and materials which enhance the education progress of general and special education students with social/emotional, behavioral and executive functioning needs.

- Consult with administrators, special education staff, teachers, parents, and students in modifying regular education programs for students determined to be ineligible for special education services with social, emotional and/or behavioral challenges.
- Consult with teachers, administrators, and parents regarding the operational aspects of special education programs.
- Support school sites and administrators to implement a strong, inclusive, equity-focused special education program that leads to academic, behavioral, and social-emotional achievement outcomes for ALL students.
- Use data-driven approaches to develop, monitor, and improve the instructional program and ensure student growth and achievement.
- Support complex cases by providing guidance and recommendations, offering consultation with the team, attending and facilitating staffing meetings, participating in IEP meetings, and/or facilitating IEPs.
- Oversee preschool special education program.
- Perform related duties as required.

## **MINIMUM QUALIFICATIONS**

**Credential:** Possession of a Special Education Teaching credential, Pupil Personnel Services, School Psychology or BCBA Certification, and Administrative Credential.

**Education:** A bachelor's and master's degree required from an approved institution.

**Experience:**

- A history of successfully designing, developing, and implementing educationally appropriate Behavior Support Services for students with various disabilities in an inclusive service delivery model.
- A history of successfully developing Behavior Intervention Plans.
- Experience in performance of functional behavior assessments, development of behavioral plans and training and use of emergency behavioral interventions.
- Experience and training in a variety of appropriate curriculum, instruction, classroom management and intervention techniques.
- Ability to collaborate with general education, special education staff and parents on behalf of students.
- Experience writing IEPs.

## **DESIRED QUALIFICATIONS**

**Requires Knowledge of:**

- Positive Behavior Intervention Systems
- Individual Behavior Interventions
- Special Education Regulations
- Individual Education Plans
- Functional Behavior Assessment

**Requires Ability to:**

- Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Plan, organize, implement, and supervise a district-wide program.

- Visit various work sites and inspect work in progress.
- Utilize techniques of effective supervision.
- Keep and compile records and reports.
- Establish and maintain effective working relationships with parents, district-employees and outside contractors.

## **PHYSICAL DEMANDS**

The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions. Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- Sufficient vision to read printed material, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 5 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 10 pounds of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires occasional or frequent standing, walking, sitting, or reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate office equipment, and move about the work area and between work sites.

Approved: