

DRAFT – 1ST READING

SCOTTS VALLEY UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

ASSIGNMENT

Title and Classification:	Behavior Intervention Specialist Certificated
Department/Office:	District Office
Terms of Employment:	186 Days (includes two professional development days)
Supervisor:	Director of Student Services
Salary Range:	Certificated Salary Schedule

Job descriptions are intended to present a descriptive list of the range of duties performed by employees in the position and are not intended to reflect all duties performed within the job.

GENERAL DESCRIPTION

Under the direction of the Student Services Director, provides training and consultative instructional and behavioral services to staff serving students in general education, at-risk youth, and students with severe disabilities, including autism spectrum disorders and emotional disturbances. Provides in-service and on-site training to staff on implementation of instructional and behavioral management strategies to include PBIS, Multi-tier Systems and Supports (MTSS), and other intervention programs as directed by the Director of Student Support Services.

BASIC FUNCTIONS, RESPONSIBILITIES, EXAMPLES OF DUTIES:

- Provides training to school teams on PBIS in Tiers I, II and III.
- Trains and consults with school teams for the purpose of developing intervention plans for students in all tiers of Multi-tiered Systems of Supports (MTSS)
- Trains on the implementation of behavior intervention plans and behavior support plans, including measurable goals and objectives with strategies for meeting them.
- Assists in the training of students, family, district and staff in the use of behavior intervention and instructional strategies designed to assist students in learning replacement behaviors and generalizing skills across settings.
- Trains students and teachers to be well-versed in the Code of Conduct.
- Serve as a filter for all office referrals, and make recommendations to the school on consequences based on the student's history and the school's Code of Conduct.
- Sets-up and conducts re-entry meetings on students who have been suspended, and as appropriate, develop intervention plans involving instruction of expected behaviors.
- Consults/collaborates with school administration, contractors, psychologists, counselors, and teachers.
- Works with school teams, district and special education staff in developing data collection systems, monitoring data collection, and analyzing data to ensure the effectiveness of interventions and instructional strategies.

- Provides technical support and training in applied behavioral analysis techniques including rewards systems, establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the student's natural environment through team training.
- Develops and conducts professional development in-services (campus and/or district level) on classroom/behavior management and behavioral interventions.
- Works cooperatively with building administrators to promote positive student behavior by providing professional development that targets research based strategies and instructional practices to support teachers in their implementation of positive behavior supports in their classrooms.
- Provides individual and small group activities designed to improve interpersonal relationships and social skills for the students.
- Participates in the Response to Intervention (RtI) process and Early Intervention Team (EIT) meetings to address academic and behavioral issues with identified students.
- Participates in professional growth activities such as conferences, classes, staff meetings and program visitations.
- Participates in proactive team efforts to achieve district, building, departmental and/or grade level goals.
- Provides leadership to others through example and sharing of knowledge/skill.
- Complies and submits statistical data concerning students served.
- Maintains website with respect to intervention programs.
- Other related duties as assigned.

QUALIFICATIONS

- Knowledge of PBIS applications and associated tools.
- Knowledge of PBIS and MTSS Frameworks.
- Knowledge of the development and implementation of behavior intervention plans.
- Knowledge and skills in teaching adults to implement school wide and individual behavior and social emotional strategies for student and family wellness.
- Knowledge required to interpret written procedures, complete routine reports, speak clearly and understand multiple step instructions.
- Specific knowledge required to satisfactorily perform the functions of the job including: understanding of child growth and development; common disabling conditions of children as applied to infants, children and youth; knowledge of strategies and methodologies applied in educational settings.

Ability to:

- Have the flexibility required to work with others under a variety of circumstances; analyze data utilizing defined processes; and operate equipment using various methods of operation. Ability to work with diversity of individuals and/or groups; work with data of different types and/or purposes; and utilize a variety of job related equipment.
- Problem solve, analyze issues, create plans of action and reach solutions.
- Use ongoing assessments to maintain a record of student progress.
- Demonstrate and train staff in the use of techniques and other instructional strategies in behavior management.
- Perform collaboratively on a regional development team for PBIS/MTSS school-wide frameworks.
- Develop and implement behavior intervention plans with fidelity.
- Present for long periods of time to audiences of various sizes.
- Model good assessment processes that assist students in assessing their own work and behavior.
- Work with others in a positive, productive way.
- Be prompt and thorough in completing assignments and attending to details accurately and efficiently.

- Initiate and support programs and actions that facilitate a positive, caring climate for learning and a safe and orderly environment.
- Be prompt, reliable, and follow the weekly schedule.

Education and Experience:

Any combination of experience and training which would indicate possession of the knowledge, skills and abilities listed herein.

- Valid Preliminary or Professional Clear California Teaching Credential OR Behavior Analyst Board Certification is required.
- Three years of experience in a position providing training and consultative instructional and behavioral services to staff serving students.
- Two years of experience designing and implementing positive behavior implementation plans for students needing Tier III level support.
- Specialized training in managing assertive, aggressive, and/or non-compliant behavior.
- Experience working in a school setting.
- Experience supporting schools in developing school wide MTSS and PBIS Frameworks.
- Experience in supporting system change frameworks within districts and schools for developing environments supportive of student social emotional wellness.
- Experience in facilitation training and development strategies for adult learners.
- Experience presenting to small and large groups of individuals.

PHYSICAL ABILITIES

Hearing and speaking to exchange information in person and on the telephone and to make presentations; seeing to conduct inspections, read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally, to retrieve and store supplies; lifting heavy objects up to 50 pounds.

While performing the duties of this job, the employee may be exposed to erratic behavior, tantrums or aggression on the part of a student. The employee may sometimes work out of doors; subject to weather conditions. The noise level in the work environment is usually moderate.

Board Approved: