

MILPITAS UNIFIED SCHOOL DISTRICT

TITLE: Behavioral Intervention and Student Support, Supervisor DEPARTMENT: Student Services

REPORTS TO: Assigned Manager

CLASSIFICATION: Classified Management

Work Year: 221 Days

SALARY SCHEDULE: 40-20

BASIC FUNCTION:

Under the direction of the Behavioral Intervention and Student Support Manager, the Behavioral Intervention and Student Support Services Supervisor will plan, organize, coordinate, supervise and monitor behavioral programs including intervention and support services.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

Work with Manager of Behavioral Intervention and Student Support Services to coordinate and develop curriculum and activities related to individual student Individualized Education Program (IEP) goals.

Develop, model and oversee lesson plans for individual student behavior programs (i.e. teach replacement skills, applied behavioral analysis skills, social behavioral skills)

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

Assist with hands-on training of behavior technicians and/or paraprofessionals as assigned.

Write student applied behavioral analysis programs and document progress; add behavioral lessons to individual programs.

Develop behavioral lesson materials as needed. Analyze lesson data for progress reports and probe new lessons.

Conduct clinical meetings with behavior technicians and classroom staff as needed. Conduct classroom observations and document as needed.

Collect, analyze and interpret behavioral data.

Develop student behavioral reinforcement systems and Functional Behavior Assessment plans (FBA).

Communicate and consult with teachers, paraprofessionals, occupational therapists, speech language pathologists, and parents.

Develop and assist with updating behavior plans as needed.

Train behavior technicians and classroom staff on behavior plan implementation; evaluate effectiveness of the plan.

Attend Individual Education Program meetings and other related meetings. Write and update present student learning levels and goals as required.

Meet with behavior technicians and provide feedback to the Manager of Behavioral Intervention and Student Support Services regarding performance.

Evaluate performance of behavior technicians. Collaborate with other supervisors and administration.

Assist with initial and ongoing behavior technician training; provide district-wide staff development in-service training.

Assist with comprehensive behavioral assessments as requested. Assist with coordination of *Extended School Year Programs*.

Maintain knowledge of current developments in the field of special education, applied behavior analysis and autism, **and emotional disturbance**.

Coordinate and implement applied behavior analysis programs and social behavioral skill groups.

Supervise, train and evaluate behavior services and behavior technicians.

Assist in coordination and implementation of behavior intervention technician scheduling to meet student needs.

Recommend materials/curriculum needed for the program.

Participate in recruitment, interviewing, and selection of behavior services supervisors and behavior technicians.

Assist in maintaining appropriate staffing ratios for programs and services.

Participate as needed in initial behavioral assessments including preschool initial special education assessments.

Coach school teams for PBIS

Perform district management duties as assigned and attend management meetings.

Perform other duties as assigned.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

ENTRANCE QUALIFICATIONS:

Master's Degree in Psychology, Education, or a closely related field and Board Certified Behavior Analyst (BCBA) certification. Five (5) or more years of experience in the behavioral field working with students in special education, their families and school staff, and supervising behaviorally based programs and staff. In-depth knowledge of Applied Behavior Analysis (ABA) and Discrete Trial training. **Knowledge of social skills training. Certification in de-escalation techniques preferred.**

SKILLS, KNOWLEDGE, ABILITIES

SKILLS, KNOWLEDGE OF:

Knowledge of principles of child guidance, child development, instructional process and behavior modification/intervention with special education needs.

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

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

Understand and work effectively with people from different cultures.

Possess specific knowledge in the area of behavioral theory and practice in relation to autism, emotional disturbance and moderate/severe disabilities.

Maintain knowledge of regulations, laws, state and federal mandates related to special education and student services.

ABILITY TO:

Demonstrate leadership skills.

Demonstrate knowledge of special education funding sources, constraints, and impact.

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

Analyze situations; identify options; project consequences for proposed actions, and implement and evaluate recommendations.

Excellent written and oral communication.

Self-directed and work independently to produce reports, organize projects, and compile data.

Develop and maintain files, records, and reports

Demonstrate time management and organizational skills

Handle confidential information discretely and professionally.

Read, analyze and interpret periodicals, professional journals, technical procedures or governmental regulations.

WORKING CONDITIONS:**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.

Inside office environmental conditions include frequent interruptions. Travels within and out of district boundaries to attend business. Hours may vary to meet program needs. School classroom, playground, school campus, community (home).

Subject to driving between school sites.

PHYSICAL ABILITIES:

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

Standing for extended periods of time; walking long distances; run when need; bending at the waist to assist students; bend or twist at the neck and trunk, squat, reaching overhead, above the shoulders and horizontally; lifting, pushing and/or pulling which does not exceed 50 pounds and is an infrequent aspect of the job; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials. With appropriate training the employee must be able to restrain a student of up to 100 pounds. Specific vision abilities required by this job include close and distance vision and depth perception. Required to be proficient in oral communication to deliver public presentations.

LICENSE:

Valid California Driver's License

Possess and maintain a valid First Aid or CPR certified—(Desired)

Maintain Certification as required

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

12.15

6.18 pending board approval