

CULVER CITY UNIFIED SCHOOL DISTRICT

CLASS TITLE: BEHAVIOR INTERVENTION SPECIALIST

BASIC FUNCTION:

Under the direction of the Director of Special Education or designee, providing behavioral consultation, training and support to staff to enhance their success with students who have challenging educational and behavioral needs using the principles of applied behavior analysis.

RELATIONSHIP TO STUDENT ACHIEVEMENT:

Provides support services to staff and to individual students whose behavior significantly impedes their learning process.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Develop, evaluate, and modify behavioral treatment plans and/or IEP goals for a caseload of students with various mental health diagnoses, developmental disabilities, and severe behavior problems.

Participate in the development, implementation and evaluation of behavior intervention plans in a variety of settings for the purpose of delivering effective programs to children with various mental health diagnoses, developmental disabilities, and severe behavior problems.

Provide classroom consultation and support on a student-by-student basis to assist teaching staff in implementing programs with challenging students. Consultation will include, but is not limited to, school psychologists, site and district administrators, teachers, paraprofessionals, parents/guardians, and DIS providers.

Develop and implement strategies for positive student behavior management.

Participate in Individual Education Plan (IEP) meetings.

Design and deliver behavior intervention plan implementation, training, and other related in-service programs, including student-specific intervention training to staff and parents.

Complete appropriate functional assessments in a timely manner and write clear, concise positive behavior intervention plans and progress reports using data to support rationales. Present reports in interdisciplinary and IEP team meetings within prescribed timelines.

Develop and provide training for administrative and teaching staff, paraprofessionals, parents/guardians, in applied behavior analysis; principles of behavioral intervention, modification, and other behavior management systems; behavioral assessments, techniques, and intervention plans; crisis management techniques; counseling intervention techniques; discrete trial methodology; management of assaultive behaviors.

Attend job-related meetings and perform additional duties specified by the Director of Special Education, Assistant Superintendent of Educational Services and/or Superintendent.

Provide ongoing training and assistance to general and special education teachers and paraprofessionals in Applied Behavior Analysis and evidence based practices for the education of students with autism or behavioral challenges.

Confer with district special education staff and administrators to provide needed services regarding program evaluation, improvement, or development.

Assist Behavior Intervention Assistants, family members, school staff, Behavioral Services staff, and agency personnel for the purpose of implementing instructional strategies to instruct children with various mental health diagnoses, developmental disabilities, and severe behavior problems.

Maintain certification necessary to work in a behaviorist capacity in a school district and a valid driver's license.

Perform related duties as required.

EDUCATION AND EXPERIENCE:

Master's degree in behavior analysis, psychology, education, or related field; Master's degree required with an emphasis in applied behavior analysis, psychology, special education, child development, or a related field.

Possession of Board Certified Behavior Analyst (BCBA) certificate or must be enrolled in a program to complete the requirements for BCBA certification.

Two years of supervisory level experience in providing direct services to students with various developmental disabilities, mental health diagnoses, and/or severe behavior problems in a home-based, center-based, educational, or social services setting preferably cross-age groups.

Experience working with special education and/or students with special needs.

Experience in interpreting, designing and developing specific educationally necessary program plans for children with autism and related disorders.

Experience in performance of functional behavior assessments, functional analysis 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 [e.g., communication training, parent training, PECS, Natural Language Paradigm, Pivotal Response training, relation-based intervention, TEACCH, social skills training, positive behavior intervention training, applied behavioral analysis (discrete trial)].

Experience in a supervisory or administrative capacity is desired.

Experience in providing support/training to teachers, administrators, staff and parents.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license and proof of automobile insurance.

WORKING CONDITIONS:

ENVIRONMENT:

Office and classroom environment.

Constant interruptions.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Ability to reach above the shoulders.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.