

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

CLASS TITLE: BEHAVIOR INTERVENTION SERVICES MANAGER

REPORTS TO: Executive Director of Special Education
SUPERVISES: Has supervisory responsibilities

DEFINITION:

Under the direction of an assigned administrator, plan, organize and direct operations and activities involved in the development and implementation of behavior management programs, plans and strategies for identified students with special needs according to established methodologies and procedures Provide support, consultation and training to administrators, staff, support staff and teachers in appropriate behavioral intervention plans for students with behavioral challenges; conduct behavioral assessments and provide functional behavioral assessments; development behavior intervention plans; provide technical training, consultation and assistance to administrators, staff, support staff, teachers and families regarding best practices, procedures and techniques; supervise and evaluate the performance of assigned personnel.

QUALIFICATIONS:

Required:

1. Master's degree in psychology, education or related field
2. Three years increasingly responsible experience involving the development and implementation of behavior management programs for students with complex and/or severe social emotional/behavioral concerns and/or problems. One year of additional increasingly responsible and relevant experience may be substituted for one year of education towards Master's degree, up to a maximum of two years.
3. Board Certified Behavioral Analyst (BCBA) certification
4. Crisis Intervention Prevention certification
5. A valid California driver's license.
6. Federal Bureau of Investigation and California Department of Justice fingerprint clearance as required by California Education Code.

Desired:

1. Previous school experience
2. California Teaching Credential
3. California Administrative Credential
4. Previous relevant management experience.

KNOWLEDGE AND ABILITY:

1. Knowledge of management of operations and activities involved in behavior management programs, including, but not limited to, the observation, assessment, development and implementation of behavior intervention plans and strategies in response to social emotional/behavioral concerns and/or problem behaviors among identified students with special needs.
2. Knowledge of principles, best practices, methods and procedures involved in the observation and assessment of social emotional/behavioral concerns and problem behaviors.
3. Knowledge of techniques, services, best practices and procedures involved in the development and implementation of behavior intervention plans and strategies.
4. Knowledge of positive behavioral intervention techniques.
5. Knowledge of Students with special needs.
6. Knowledge of behavior management theories and techniques.
7. Knowledge of curriculum standards, including interpretation and application in programs for students with social emotional/behavioral concerns and problem behaviors.
8. Knowledge of interviewing and advisement techniques.
9. Knowledge of policies and objectives of assigned programs and activities.
10. Knowledge of record-keeping techniques.
11. Knowledge of principles and practices of administration, supervision and training.
12. Knowledge of interpersonal skills, including tact, patience and courtesy.

13. Knowledge of oral and written communication skills
14. Knowledge of operation of a computer and assigned software.
15. Assure behavior intervention plans and strategies are aligned with IEPs.
16. Ability to communicate effectively both orally and in writing.
17. Ability to establish and maintain cooperative and effective working relationships with others.
18. Ability to analyze situations accurately and adopt an effective course of action.
19. Ability to meet schedules and timelines.
20. Ability to work independently with little direction.
21. Ability to plan and organize work.
22. Ability to think clearly and rationally to solve problems.
23. Ability to maintain records related to assigned activities.
24. Operate office equipment, including a computer and assigned software.

ESSENTIAL FUNCTIONS:

1. Plan, organize, direct and manage operations and activities involved in the development and implementation of behavior management programs, including, but not limited to, the observation, assessment, development and implementation of behavior intervention plans and strategies in response to social emotional/behavioral concerns and problem behaviors among identified students with special needs; visit classrooms to meet, observe, assist and confer with students and staff; monitor and assess behavior management programs for educational effectiveness and operational efficiency.
2. Provide technical training, consultation and assistance to staff, administrators, support staff, teachers and families concerning behavior assessment and the development and implementation of behavior intervention plans and strategies; respond to inquiries, resolve issues and conflicts, and provide detailed and technical information and data concerning related techniques, services, best practices and procedures.
3. Supervise and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignments, termination and disciplinary actions; coordinate employee work assignment and review work to assure compliance with established plans, strategies, standards, requirements and procedures.
4. Observe students and conduct behavioral assessments; identify and participate in the formulation of intervention plans and strategies for social emotional/behavioral concerns and problem behaviors; follow up on classroom activities to assure proper implementation of behavior intervention services; observe students in the classroom to assess student needs, behavior and progress; modify and adjust plans and strategies as appropriate.
5. Coordinate and collaborate with administrators, psychologists, outside agencies and others in providing classroom support, assessment and intervention services for students with social emotional/behavioral concerns and/or problem behaviors; assure behavior intervention plans and strategies are aligned with Individualized Education Plans (IEPs); facilitate student transition between behavior services and/or programs.
6. Serve as a liaison between County Office programs and students to school sites, outside agencies, families and others concerning behavior management programs; confer with all stakeholders concerning student performance, behavior and progress; refer students and families to various outside programs, services and resources as appropriate.
7. Maintain records, files and data related to students, behavior plans, personnel and assigned activities.
8. Communicate with stakeholders to exchange information, coordinate activities and resolve issues and concerns.
9. Maintain confidentiality with complete security.
10. Operate office equipment including a computer and assigned software; drive a vehicle to conduct work.
11. Attend and participate in IEP, Student Study Team and other assigned meetings; attend in-service training sessions; assist in developing, coordinating and facilitating trainings.
12. Perform other duties as required within the scope and skill level of the job classification.

ENVIRONMENT:

School environment.

PHYSICAL DEMANDS:

1. Dexterity of hands and fingers to operate a variety of computer equipment.
2. Seeing to view a computer monitor and read a variety of materials.
3. Hear and understand speech at normal levels. Communicate so others will clearly understand during normal conversation, presentations and on the telephone.
4. Sitting or standing for extended periods of time.
5. Bend, twist, kneel and/or stoop and reach in all directions, which may include movement necessary to implement Crisis Intervention Prevention strategies. Lift and carry 25 pounds.

HAZARDS:

Contact with individuals in crisis and aggressive student behavior.

Grade Allocation: 40
Adopted: 7/1/04
Revised: 7/26/17