

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

JOB TITLE: BEHAVIOR INTERVENTION SERVICES SPECIALIST

REPORTS TO: **Executive Director, Principal, or Designee**
SUPERVISES: **No supervisory responsibilities**

DEFINITION:

Assist in the development and implementation of behavior management programs, plans and strategies for identified students with special needs according to established methodologies and procedures. Assist in conducting behavioral assessments and providing functional behavioral assessments. Assist in the development of behavior intervention plans. Provide directed learning experiences through the implementation of lesson plans and behavioral programming which assists students ages birth to twenty-two in the acquisition of social, emotional, independent living, communication, and learning skills. Attend to the academic, physical, emotional and behavioral needs of students. Provide prompts, discriminative stimuli, consequences, and use teaching interventions as outlined in applied behavior analysis. Maintain suitable learning environments, prepare materials, and collect data.

QUALIFICATIONS:

Required:

1. Bachelor's degree or higher in psychology, education, or related field.
2. Coursework in applied behavior analysis (ABA), school counseling and/or other educational field.
3. Certified as a Board Certified Assistant Behavior Analyst (BCaBA) or Board Certified Behavior Analyst (BCBA), Registered Behavior Technician (RBT) or current enrollment towards certification, or any educational certification (PPS, Teaching Credential, etc.).
4. Two or more years of experience working with students with special needs in a classroom or similar learning environment using behavior modification, management, and functional analysis.
5. First Aid and CPR certification (provided by SLOCOE) must be obtained within 130 days of employment.
6. Non-Violent Crisis Intervention Certification (provided by SLOCOE) must be obtained within 130 days of employment.
7. Federal Bureau of Investigation and the California Department of Justice fingerprint clearance as required by California Education Code.
8. Valid California driver's license.

Desired:

1. Emergency 30 Day Sub Permit or eligibility and willingness to apply.

KNOWLEDGE AND ABILITY:

1. Knowledge of applied behavior analysis principals including, but not limited to, the implementation of behavior intervention plans (BIP), teaching strategies, and strategies in

response to social emotional/behavioral concerns and/or problem behaviors among identified students.

2. Knowledge of basic subjects taught in SLOCOE schools, including arithmetic, grammar, spelling, language and reading.
3. Knowledge of basic instructional methods and techniques.
4. Knowledge of Individualized Education Plans (IEP) and BIPs.
5. Assist with instruction and related activities in a classroom or assigned learning environment in accordance with a student's IEP.
6. Knowledge of Students with special needs including but not limited to specific learning disabilities, emotional disturbance, emotional behavioral disorders, and other health impairments.
7. Knowledge of positive behavioral intervention techniques.
8. Ability to understand and relate to students with special needs.
9. Ability to establish and maintain cooperative and effective working relationships with others.
10. Ability to demonstrate an understanding, patient and receptive attitude towards students with disabilities.
11. Ability to establish and maintain positive and effective working relationships with diverse populations.
12. Ability to communicate effectively both orally and in writing.
13. Ability to operate standard office and classroom equipment including a computer.
14. Ability to observe health and safety regulations.
15. Ability to maintain records and data and prepare reports.
16. Ability to drive a car.
17. Ability to maintain regular and reliable attendance.
18. Ability to work independently, prioritize and manage multiple tasks and effectively apply time.
19. Ability to understand and carry out assignments in a neat, orderly, accurate, and timely fashion following verbal or written instructions with minimal supervision.
20. Ability to exercise sound judgments and decisions and to evaluate the results of those judgments and decisions.
21. Ability to deal with problems or issues that arise within the scope and skill set of the classification.

ESSENTIAL FUNCTIONS:

1. Observe students and conduct and track behavioral data collection. Assist in the identification and participate in the formulation of intervention plans and strategies for social emotional/behavioral concerns and problem behaviors.
2. Observe students in the classroom to assess student needs, behavior and progress. Collaborate to modify and adjust plans and strategies as appropriate.
3. Use applied behavior analysis and other techniques and strategies to implement behavior interventions and IEPs to fidelity.
4. Monitor and assist in the evaluation, implementation and effectiveness of behavior interventions. Compile information and maintain records related to learning activities and student progress.

5. Prepare materials, implement individualized educational programs, and facilitate classroom activities for individual or small groups of students with special needs in a classroom or other learning environment, under the direction of classroom teacher or supervisor.
6. Assist a teacher in reinforcing instruction for individual or small groups of identified students with disabilities in a classroom or other learning environment.
7. Assist students with developing social/ emotional, independent living, communicative, and learning skills.
8. Provide support to students during recreational and leisure activities, integration in the general education setting, bus, special events, and a variety of other school and educational environments.
9. Perform duties involved in meeting the physical, emotional and therapeutic needs of students, while fostering independence of the student through learning and self-help activities.
10. Report and confer with faculty and staff concerning student progress, performance and behavior.
11. Confer with the teacher and supervisor concerning student IEPs, lesson plans and materials.
12. Assist with the implementation of lesson plans and classroom activities.
13. Provide academic and behavioral interventions whole class, small group, and one on one.
14. Maintain records, files and data related to students, behavior plans, and assigned activities.
15. Handle confidential information and materials with complete security.
16. Communicate with SLOCOE personnel, Local Educational Agencies and outside agencies to exchange information as approved by supervisor.
17. May accompany students on buses during daily transportation as directed.
18. Operate office and classroom equipment including a computer and assigned software. Drive a vehicle to conduct work as assigned by the position.
19. Provide routine first aid to students according to established procedures. Administer medications according to prescribed instructions. Respond to medical emergencies and prepare related paperwork.
20. Wear protective gear (i.e. arm sleeves, closed toe shoes with back straps) as requested by classroom teacher or supervisor in order to support a safe environment.
21. Attend and participate in staff meetings and workshops and obtain certifications (i.e. Crisis Intervention Training) as required by supervisor.
22. Perform other duties as required within the scope and skill level of the job classification.

ENVIRONMENT:

Indoor/outdoor work environment.

PHYSICAL DEMANDS:

1. Dexterity of hands and fingers to operate standard office and classroom equipment.
2. Sitting or standing for extended periods of time, and in various locations, including the floor and child sized chairs.
3. Climbing stairs, ladders, and various play structures.
4. Physical ability to move continuously and quickly throughout the day and to run short distances.
5. Dexterity of hands and fingers to operate specialized medical equipment.
6. Seeing to read a variety of materials and monitor student health conditions.
7. Hearing and speaking to exchange information,
8. Bending at the waist, kneeling or crouching to assist students.

9. Reaching overhead, above the shoulders and horizontally.
10. Walking on uneven terrain.
11. Sitting or standing for extended periods of time.
12. Physical ability to lift 45 pounds from floor to waist.
13. Physical ability to lift 25 pounds from waist to shoulder.
14. Physical ability to lift 23 pounds from shoulder to overhead.
15. Physical ability to carry 23 pounds.
16. Physical ability to push 48 pounds.
17. Physical ability to pull 75 pounds.
18. Physical ability to position a student who may weigh 150 pounds or more, to conduct two-person lifts, and to manipulate wheelchairs and orthopedic devices such as lifts, slings, etc.

HAZARDS:

1. Potential for contact with blood and other body fluids, which may contain bloodborne pathogens and communicable infectious diseases.
2. Potential exposure to verbal abuse and aggressive student behaviors (hitting, biting, scratching, kicking, etc.)
3. Exposure to extreme temperatures.

Grade Allocation: 32
Adopted: 4/19/18
Revised: 10/28/20, 11/3/21