

UNION SCHOOL DISTRICT

CLASS TITLE: BEHAVIORAL SPECIALIST

BASIC FUNCTION:

Under the direction of the Principal, provide specialized support, assistance and related treatment, learning and therapeutic activities to identified special education students with behavioral issues; develop and implement positive behavior training programs, behavior modification activities, and related plans and interventions to meet the educational needs of students.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provide specialized support, assistance and related treatment, learning and therapeutic activities to identified students with behavioral issues; develop and implement behavior support services to students to enhance academic achievement and resolve behavioral issues; develop, implement and monitor behavior management systems to enhance educational effectiveness of classroom activities.

Develop and implement positive behavior training programs, behavior modification activities, and related plans and interventions to address maladaptive behaviors and assist in mainstreaming identified students; observe students and conduct behavioral and functional analysis assessments to identify student needs and issues.

Establish and maintain behavioral goals and objectives for individual students; monitor, assess and adjust behavior modification activities, behavior training programs and related plans and strategies in response to student needs, behavioral issues and progress.

Provide specialized support in the development and implementation of Individualized Education Plan (IEP) goals, objectives and related behavior planning; monitor and assess IEP goals; attend and participate in IEP and various other staff meetings.

Provide case management services in support of assigned students, classrooms and behavior support activities; coordinate behavior support services and related communications and information between IEP team, staff, teachers and others; keep others current regarding student progress.

Observe and analyze student behavior in the classroom; assess classroom structure, curriculum requirements and existing behavior management system; modify program or teaching environment to meet student needs and enhance student learning.

Provide consultation, training and technical assistance to students, staff, faculty and families concerning behavior management and related plans, strategies and activities; respond to inquiries and provide information concerning related principles, practices, techniques, policies and procedures.

Monitor student behavior in the home through telephone communications; confer and collaborate with other staff and family members in the implementation of behavior plans and strategies at school and in the home to enhance program and student progress.

Provide technical support to mainstream teachers with monitoring, implementing and supervising special education students in mainstream classroom environments.

Communicate with students, staff, faculty, families and outside agencies to exchange information and

resolve issues or concerns.

Operate various office and classroom equipment including a copier, computer and assigned software; drive a vehicle to conduct work.

Prepare detailed and concise notes regarding student progress; compile information and data and prepare and maintain various records, reports and files related to students, behavior plans, IEP's, observations, training programs and assigned activities.

Attend mandatory trainings as required for this position.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles, practices, procedures and techniques involved in providing behavioral support and related treatment, learning and therapeutic activities;
Behavior characteristics of severely emotionally disturbed students;
Practices, procedures and techniques involved in developing and implementing positive behavior training programs, behavior modification activities, and related plans, systems and interventions.
Principles, practices and methods used in the observation and assessment of student needs, behavioral problems and progress;
Behavioral management and positive behavioral intervention techniques;
Student guidance principles and practices related to students with behavior issues;
Instructional methods, strategies and techniques related to students with severe disabilities;
Correct English usage, grammar, spelling, punctuation and vocabulary;
Problems and concerns of students with special needs;
Operation of a computer and assigned software;
Oral and written communication skills;
Interpersonal skills using tact, patience and courtesy; and
Record-keeping and report preparation techniques.

ABILITY TO:

Provide specialized support, assistance and related treatment, learning and therapeutic activities to identified special education students with behavioral issues;
Develop and implement positive behavior training programs, behavior modification activities, and related plans and interventions to meet the educational needs of students;
Provide specialized support in the development and implementation of IEP goals, objectives and related behavior planning;
Monitor, assess and adjust behavior modification activities, behavior training programs and related plans and strategies in response to student needs, behavioral issues and progress;
Observe students and conduct behavioral and functional analysis assessments;
Establish and maintain behavioral goals and objectives;
Provide consultation, training and technical assistance to staff, faculty and families concerning behavior support and related therapy activities, plans, interventions and strategies;
Understand and relate to students with special needs;
Meet schedules and time lines;
Analyze situations accurately and adopt an effective course of action;
Operate standard office and classroom equipment including a computer and assigned software;
Maintain records and prepare reports;

Communicate effectively both orally and in writing;
Establish and maintain cooperative and effective working relationships with others;
Model appropriate behavior around and interact appropriately with preschool and school age children;
and
Maintain regular attendance.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor's Degree in psychology, sociology or related field and one year experience providing behavioral support or related services to students and families.

LICENSES AND OTHER REQUIREMENTS:

Valid California Motor Vehicle Operator's License **may** be required
First Aide and/or CPR (may be required; training will be provided)
Specialized training related to the disability of the student/s (may be required; training will be provided).
This may include but is not limited to: Behavior Modification Training; Restraint Training; Personal or Physical Care Procedures Training; and Assistive Technology Training.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor work environment
Classroom environment
Constant interruptions

PHYSICAL DEMANDS:

Visual ability to read handwritten or typed documents and instructions, and the display screen of various office equipment and machines;
Ability to conduct verbal conversation;
Hear normal range verbal conversation (approximately 60 decibels);
Sit, stand, stoop, kneel, bend and walk;
Sit for sustained periods of time;
Kneel or squat for extended periods of time;
Climb slopes, stairs, steps, ramps and step ladders;
Push and/or pull a variety of tools and equipment weighing up to 50 or more pounds;
Push and/or pull wheel chair or other apparatus and assistive technology devices;
Lift and or carry up to 30 or more pounds frequently;
Lift and or carry up to 50 or more pounds occasionally;
With assistance and training, sustain a student's weight or safely follow through on a restraint or physical assist procedure;
Participate in and engage in student restraint procedures to prevent injury to staff or students as necessary;
Sustain moderate physical effort for 8 hours;
Work with cleaning solutions, disinfectants and sanitizer in a safe and effective manner without allergic reaction;
Exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion; and
Demonstrate manual dexterity necessary to operate a computer and other classroom and office equipment in a safe and effective manner.

HAZARDS:

Contact with dissatisfied or abusive individuals.

Disaster Service Worker

CA Government Code 3100. It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.