

LEMOORE UNION SCHOOL DISTRICT
Human Resources Division

BEHAVIORAL SPECIALIST
Job Description

JOB SUMMARY:

Under direction of the Director of Special Services, provide direct and consultative services for special education classes, special education students, and general education students within an alternative placement, assess and support instructional programs for students in special education; provide training and work collaboratively with site administrators, teachers, aides and support staff to demonstrate best practices, strategies and techniques to enhance instruction for students with social, communication, behavioral and learning challenges; and do other related work as required.

REQUIRED QUALIFICATIONS:

Ability to:

- Demonstrate an understanding, patient, respectful and receptive attitude toward exceptional needs students of varied age groups;
- Ability to work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with such students.
- Establish and maintain cooperative and effective working relationships with children and adults contacted in the course of work;
- Understand, carry out and communicate oral and written directions;
- Utilize consulting skills to assure implementation and maintenance of intervention plans;
- Conduct and supervise functional behavior and functional analysis assessments;
- Provide training, assistance and guidance to school staff in behavioral intervention procedures;
- Maintain accurate records and files, and prepare documents and reports;
- Be flexible and receptive to change;
- Attend in-service training, conferences and meetings, as needed.

Knowledge of:

- Proper English usage, grammar, vocabulary, spelling and punctuation;
- Methodologies, including Applied Behavior Analysis (ABA) used to address the needs of children with behavioral challenges, including autism;
- Knowledge of crisis intervention strategies, ability to apply a gradually progressive system of verbal and non-verbal strategies to effectively deescalate potentially dangerous situations.
- Strategies for the development and implementation of positive behavior intervention plans and current accepted best practices included in the full continuum of placement options for students with autism and other behavioral challenges;
- Applicable directives, standards, procedures, policies, rules, regulations, codes, laws and guidelines governing special education, particularly those relating to positive behavior interventions;
- Accepted analysis and assessment procedures, including functional analysis, ecological analysis of settings, and systematic observation;
- Data tracking and collection, record management and reporting methods;
- Processes involved with Individualized Education Program (IEP) for special education students

Education and Experience:

Master's degree in Psychology, Education or a related field is required. Board Certified Behavior Analyst preferred. Candidate must have completed a program or must be enrolled in a program to complete the requirements for the BCBA certification and pass the certification exam within one year of hire.

License, Certificate and Testing Requirements:

Possess or be eligible to apply for a valid appropriate California Teaching Credential or Pupil Personnel Services Credential.

Possess a valid California driver license and maintain insurability.

Must be able to provide your own reliable transportation to work sites.

ESSENTIAL DUTIES:

- Provide educational resources, training, technical assistance to site administrators, special education teachers, and support staff in the design, implementation, and evaluation of behavior management systems designed to meet the needs of students with autism and other behavioral challenges, in accordance with all directives, standards, procedures, policies, laws, rules, regulations, codes and guidelines;
- Work directly with students regarding their behavioral goals and implementation of behavior intervention programs;
- Conduct functional behavior assessments and present data to IEP teams;
- Develop behavior intervention programs and monitor implementation within the classroom;
- Collect data via direct student observation and consultation with classroom teachers regarding student behaviors and recommend appropriate instructional modifications to support positive student behavior. Identify and implement appropriate interventions for students in need of additional assistance.
- Plan and oversee the development and implementation of programs, policies and best practices related to instruction using the principles of ABA for students with autism and other disabilities;
- Keep current with issues, laws and regulations regarding positive behavior interventions, special education, educational trends, and other issues related to children with exceptional needs
- Document program results, maintain accurate records and other required data, prepare and submit reports in a timely manner
- Consult with administrators, psychologists, teachers and parents, serve as an integral member of the IEP team, attend meetings and parent conferences, as needed;
- Maintain strict student and parent confidentiality;
- Serve as a resource to provide formal and informal training, supervision, guidance and assistance to students, educators, parents, service providers and agencies, as needed;
- Perform other related duties, as assigned.

WORKING CONDITIONS:

Environment:

- School Environment – classroom and school yard

- Close contact with school age children

Physical Abilities:

- 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);
- Physical, mental and emotional stamina to endure stressful conditions;
- Ability to work in various temperatures, indoor, and outdoor conditions;
- Sit, stand, stoop, kneel, bend and walk;
- Sit for sustained periods of time;
- Ability to stand for long periods of time;
- Kneel or squat for extended periods of time;
- Climb stairs, steps, ramps and step ladders;
- Lift and/or carry up to 10 or more pounds frequently;
- Lift and/or carry up to 20 or more pounds occasionally;
- Lift and/or carry up to 30 or more pounds infrequently;
- 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.

Employee: _____ Date: _____

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Lemoore Union Elementary School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

Board Approved: February 14, 2017