

DELANO UNION SCHOOL DISTRICT

Behavior Specialist (BCBA preferred)

BRIEF DESCRIPTION OF JOB

Under the supervision of the Superintendent or designee, the Behavior Specialist (BCBA preferred) will provide direct services and consultation to students, staff and parents/guardians in order to provide support and professional learning in appropriate behavior intervention techniques; provide positive ways for working successfully with students who have difficulties conforming to acceptable behavior patterns; provide analysis services and behavior management plans for students; conducts assessment and plans that conform to applicable California statues and regulations.

QUALIFICATIONS

Required:

1. Minimum of a Master's degree in Special Education, school psychology, or counseling from a regionally accredited university;
2. California Teaching Credential in Special Education and/or Pupil Personnel Services (PPS);
3. Certification as a BCBA for a minimum of 2 years;
4. Ability to demonstrate competence in behavior management skills, instructional skills, oral and written communication, organizational skills and interpersonal relations;
5. Ability to work with a variety of students in regard to age, functionality, and with minimal direction;
6. Knowledge of Discrete Trial Teaching in Applied Behavior Analysis (DTT);
7. Knowledge of wide array of behavior analytic interventions including natural language paradigm, visual support, task analysis, self-management, reinforcement procedures, individual and small group data analysis, and the application of these procedures in a dynamic classroom setting
8. Current on all required trainings/certifications.

Skills:

Specific skill-based competencies required to satisfactorily perform the functions of the job to include: individual to establish rapport and work constructively with staff, students, parents and community members; creatively solve problems and work through conflict resolution and process; communicate effectively in oral and written forms and to maintain knowledge of best practices and laws governing behavioral supports for students with and without disabilities; operate standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

Knowledge Of:

Current scientific and professional information in behavioral modification management; behavioral engineering and behavior therapy; Discrete Trial Training (DTT) and Applied Behavioral Analysis (ABA); Program/Goal Development; ABA Behavior Reduction and Skill Acquisition Procedures; behavioral analytic therapies and experience delivering these services; principles and methods of behavior analysis; theory of behavior and socialization; objectives of behavior intervention techniques, treatment and services; socialization activities used in behavior management; integration of evidence based behavior analytic practice into general and specially designed classroom settings; health and safety regulations; effective record-keeping techniques; correct English usage, grammar, spelling, punctuation and vocabulary; interpersonal skills in using tact, patience and courtesy; established procedures; District organization, operations, policies and objectives.

Ability To:

Work in an office environment; work in a classroom environment during observation or skill application; make home visits; work with interruptions and possible crisis situations; travel to various sites to work with

students and staff; work as part of a multi-disciplinary team to coordinate and maximize services for students and/or families; identify and analyze areas of behavior and socialization needs; explain and provide training on behavior management principles and methods; provide technical guidance to other personnel; establish and maintain behavior observation files and logs; apply appropriate behavior management procedures in working with students at all grade levels; work cooperatively with others; understand and follow oral and written directions in English; meet schedules and timelines; plan and organize work; work confidentially with direction; communicate effectively both orally and in writing; read, explain and follow rules, regulations, policies and procedures; maintain records adhering to established procedures.

DUTIES, RESPONSIBILITIES, ESSENTIAL FUNCTIONS

1. Provide trainings, model teaching and other direct instructional supports including class instruction to staff;
2. Assist in the development, facilitation, and follow-up training in Applied Behavior Analysis, using both discrete trial training and natural environment training models of teaching;
3. Facilitate and assist in the development and identification of resources and support information for students and their families;
4. Assist in the development and implementation of assessment tools, to conduct functional assessments and analysis when appropriate, and to develop appropriate behavior strategies to teach appropriate behavior and reduce maladaptive behaviors;
5. Meet with and provide ongoing support and training to direct staff and support roles for families;
6. Provide ProAct training/certification to staff as well as respond to crisis situations when appropriate, manage assaultive behaviors, e.g., ProAct;
7. Ongoing training and support to staff in the implementation of ABA principles and methodology and behavior reduction strategies;
8. Create ongoing data collection system to establish baseline and identifying best practices for all, and to analyze data on a frequent and ongoing basis to guide practices;
9. Develop Behavior Intervention Plans for students with a focus on teaching and other antecedent strategies for reducing problematic behavior(s);
10. Effectively create and present professional reports on behavioral interventions and progress to IEP Teams.
11. Provides technical assistance regarding the integration of positive behavior supports in all instructional initiatives;
12. Develop and review positive behavior plans to support appropriate behavior and positive change as an approach to reduce the need for an FBA/BIP;
13. Maintain all data, paperwork, ongoing communication, and provide consultation services and feedback with staff and parents;
14. Keep current with literature, new research findings and resources. In addition, continuing with education courses to maintain BCBA certification as necessary (32 credits every 2 years);
15. Incorporated within one or more of the previously mentioned essential functions of the job are physical requirements. The percentage of time spent on each of the following essential physical requirements are as follows:

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|---------------|-----------------|------------------|---------------|
| 1. Seldom | = Less than 25% | 3. Often | = 51 – 75% |
| 2. Occasional | = 25 – 50% | 4. Very Frequent | = 76% or more |

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| <u>4</u> | a. Ability to work at a desk, table or in meetings; |
| <u>3</u> | b. Ability to stand and circulate for extended periods of time; |
| <u>4</u> | c. Ability to see for purposes of reading printed matter and for observing students; |
| <u>4</u> | d. Ability to hear and understand speech at normal levels; |
| <u>4</u> | e. Ability to communicate so others can understand spoken content with ease; |
| <u>1</u> | f. Ability to bend, twist, knees, stoop, run and crawl; |
| <u>1</u> | g. Ability to lift <u>40</u> lbs; |
| <u>1</u> | h. Ability to carry <u>40</u> lbs; |
| <u>3</u> | i. Ability to reach in all directions. |

OTHER RELATED FUNCTIONS OF THIS POSITION

1. Participates in meetings, trainings, workshops, and District and school site collaborative forums.
2. Gives, understands, and carries out oral and written directions; works effectively in challenging situations and in changing conditions.
3. Effectively operates the computer-based student information system.
4. Prioritizes and schedules work; meets timelines and schedules.
5. Maintains and establishes appropriate confidentiality of materials.
6. Maintains professional competence by attending staff development programs, workshops, meetings and professional activities.
7. Participates in various student and parent activities that occur in school.
8. Other related duties as assigned

Employee: _____ Date: _____

Authorized Representative: _____ 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.

Board Approved: 9/12/2022