

ELK GROVE UNIFIED SCHOOL DISTRICT

CLASS TITLE: BEHAVIOR SUPPORT SPECIALIST

BASIC FUNCTION:

Under the direction of an assigned supervisor, plans, organizes, coordinates, and is responsible for providing supportive consulting services to assist staff in the development and implementation of school wide Positive Behavior Interventions and Supports (PBIS), targeted PBIS supports, supports within Special Education self-contained classrooms and/or comprehensive behavior intervention plans for students. Behavior Support Specialists may be assigned to complete work related to PBIS within the general education setting and/or work related to self-contained special education classrooms on district campuses.

ESSENTIAL FUNCTIONS:

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

Act as liaison between students, families, school personnel and community agencies.

Apply principles of applied behavior analysis in order to serve schools and students with evidence-based practices.

Assist staff in development and implementation of interventions through modeling and/or shadowing techniques.

Assure compliance with governmental regulations, codes, restrictions and reporting requirements concerning those Special Education students affected by his/her services.

Attend and participate in a variety of meetings, workshops and conferences.

Collaborate with other providers in the implementation of individual educational programs.

Complete and submit a variety of forms, evaluations and program reports.

Conduct and/or collaborate on fidelity checks of schoolwide, class wide, targeted intervention, and individual support.

Conduct Functional Behavior Assessments (FBA).

Conduct periodic inspections of classroom environments to assure established standards of classroom management and/or plan implementation are maintained.

Confer with program specialists, school administrators, teachers, school psychologists, and site staff concerning individual student progress toward behavior plan goals.

Design and deliver behavior intervention plan implementation training and other related in-service programs, including student-specific intervention training to staff and parents.

Develop and implement strategies for positive student behavior management.

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Direct and schedule activities of staff engaged who are implementing student behavior plans.

Establish and maintain effective working relationships with parents/guardians, district employees and outside contractors.

Maintain and organize records and reports.

Meet regularly with staff to provide schoolwide, classroom, and individual student support.

Monitor and evaluate effectiveness of interventions and pivots accordingly.

Participate in Individual Education Plan (IEP) meetings.

Prepare a variety of professionally written documents in a timely manner.

Process referrals of students for behavior intervention plan services.

Provide behavior specific training to district staff.

Provide support and resources that are specific to behavior needs of schoolwide, class wide and individual students.

Visit various work sites and inspect work in progress.

Write Behavior Intervention Plans (BIP).

Perform related duties as assigned.

Specific to Self-Contained Behavior Support Specialist (BSS) Group

Coach special education staff on implementation and maintaining fidelity of evidence-based practices utilizing implementation checklists.

Collaborate with special education staff on systematic behavior support strategies, class wide supports, fidelity of intervention, communication systems, use of instructional strategies and change in placement decisions.

Coordinate with program specialists and classroom teachers regarding classroom observations by parents and outside agencies.

Follow evidence-based practices on implementing a coaching model as outlined through the National Implementation Research Network (NIRN) and the California Autism Professional Training and Information Network (CAPTAIN).

Provide topic specific training to teachers and paraeducators on Evidence Based Practices (EBP) specific to classrooms and individuals with special needs.

Specific to PBIS BSS Group

Attend meetings and collaborate with staff implementation across the PBIS Tiers.

Collaborate with staff in development of behavior plans and/or interventions for whole class or specific student/group of students.

Collaborate with teams to provide PBIS professional development to staff.

Conduct classroom observations in relation to PBIS.

ABILITY TO:

Analyze and determine appropriate methods and interpret and apply guidelines to accomplish goals.

Analyze and resolve problems with tact and diplomacy.

Communicate effectively both verbally and in writing.

Effectively communicate in order to exchange information and make presentations.

Engage in disengagement and holds as directed by Non-Violent Crisis Intervention Training.

Establish and maintain records.

Establish priorities and deadlines.

Follow oral and written instruction with minimum direction.

Formulate and implement treatment plans.

Interpret and explain policies, programs and reports.

Meet the physical requirements of the job.

Operate a computer and assigned software; operate other office equipment as assigned.

Plan, provide feedback and assess program.

Read and write at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.

Speak effectively in public.

Understand and carry out oral and written directions.

Work confidentially with discretion.

Work effectively with children, adolescents and adults, group home and school staff and agency representatives.

Work independently and make decisions within the framework of established guidelines.

PHYSICAL REQUIREMENTS

The physical requirements indicated below are necessary to perform the essential job functions. Reasonable accommodation will be made to enable a person with a disability to perform these functions.

Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation on the telephone and when addressing groups.

Sufficient hearing to hear conversation in person, on the telephone, and hear sounds clearly up to 20 feet.

Sufficient vision to read printed material, see distant objects with clarity, judge distances and spatial relationships and identify and distinguish objects.

This type of work requires frequent and continuous standing and walking, for extended periods of time.

Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects and move about the work area and move between work sites.

Employees in this classification may be subject to work environments that have exposure to weather with extreme heat and/or cold, wet and/or humid conditions, for short periods of time.

EDUCATION AND EXPERIENCE REQUIRED:

Bachelor of Arts degree in one of the behavioral sciences. A Master's degree and Board Certification are preferred.

A minimum of three years of working with students with autism spectrum disorder (ASD) and related disorders in both home and school settings, preferably cross age groups.

Experience in interpreting, designing and developing specific educationally necessary program plans for children with ASD and related disorders.

Experience working as a behavior specialist in public education.

Experience in performance of functional behavior assessments, functional analysis assessments, development of behavioral plans and training and use of emergency behavioral interventions.

WORKING CONDITIONS:

Office environment.

Campus/classroom environment for observations, meetings and trainings.

Interruptions and sometimes crisis situations.

HAZARDS:

Possible contact with hostile or abusive individuals with unpredictable behaviors, both students and adults.

BOARD APPROVED: March 23, 2021