

JOB DESCRIPTION
October 2016

Placer County Office of Education
360 Nevada Street
Auburn, CA 95603

BEHAVIOR SPECIALIST I

General Purpose:

A Behavior Specialist I is responsible to the County Superintendent and works under the direct supervision of the designated manager(s) and in consultation with a Behavior Specialist II. The Behavior Specialist I provides consultative and direct instructional and behavioral services to students with autism spectrum disorders and other severe disabilities, as well as students in general education settings. The Behavior Specialist I also provides in-service and on-site training to staff on implementation of instructional strategies and behavior management strategies.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Conducts Functional Behavior Assessments (FBA) for the purpose of developing Behavior Intervention Plans (BIPs).
- Coordinates activities for the purpose of following behavior intervention plans and behavior support plans, including measurable goals and objectives with strategies for meeting them.
- Trains team members in the use of behavior intervention and instructional strategies designed to assist students in learning replacement behaviors and generalizing skills across settings.
- Works with special education staff in developing data collection systems, monitoring data collection, and analyzing data to ensure the effectiveness of interventions and instructional strategies.
- Provides technical support and training in applied behavior analysis techniques including discrete trial training, establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the student's natural environment.
- Participates in the Individualized Education Program (IEP) process as a member of the IEP team by presenting oral and written information and providing input at IEPs.
- Collaborates with IEP case manager when assessment is needed, completes and sends appropriate forms to parent or case manager, prepares report and provides copies to case manager, drafts goals, and/or updates present levels and progress in advance of IEP.
- Contacts parent and case manager and obtains a signed excusal form when unable to attend an IEP meeting.
- Coordinates and guides in-class support provided by PCOE staff or outside agencies.
- Participates in professional growth activities such as conferences, classes, staff meetings and program visitations.
- Provides regular fidelity reviews to ensure ongoing compliance with implementation of behavior plans and classroom management strategies.

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Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- A Bachelor's degree from an accredited university is required.

Experience:

- Minimum of three years of experience comparable to that of a Board Certified Associate Behavior Analyst.
- Experience working in a school classroom or educational setting.

Knowledge, Skills and Abilities:

- Knowledge required to perform basic math including calculation of fractions, percentages and/or ratios.
- Knowledge required to interpret written procedures, complete routine reports, speak clearly and understand multiple step instructions.
- Specific knowledge required to satisfactorily perform the functions of the job includes: Understanding of child growth and development; common disabling conditions of children as applied to infants, children and youth, and knowledge of strategies and methodologies applied in educational settings.
- Skills required to implement intervention plans and follow oral and written directions.
- Skills required to document student response to interventions.
- Skills required to organize and maintain materials and supplies.
- Skills required to communicate clearly and concisely both verbally and in writing.
- Skills required to work effectively with education colleagues.
- Skills required to function as a positive, contributing member of an educational team.
- Ability to schedule a number of activities; often gather, collate, and/or classify data; and coordinate a number of factors in the use of equipment.
- Flexibility required to work with others under a variety of circumstances; analyze data utilizing defined processes; and operate equipment using various methods of operation.
- Ability to work with a diversity of individuals and/or groups; work with data of different types and/or purposes; and utilize a variety of job related equipment.
- Ability to problem solve to analyze issues, create plans of action and reach solutions; with data it is moderate; and with equipment it is moderate.
- Ability to demonstrate and train staff in the use of techniques and other instructional strategies relative to Applied Behavior Analysis principles and evidence-based practices.
- Ability to develop and present trainings relative to Applied Behavior Analysis principles and evidence-based practices.
- Familiarity with the principles and concepts related to Multi-Tiered Systems of Support.

Required Testing:

- Applicants may be tested.

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Possession of current BCaBA certification by the Behavior Analyst Certification Board is preferred.

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:

- Work is performed in an office or school environment, continuous contact with staff, and representatives of other agencies.

Physical Requirements:

- The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, fingering and/or feeling.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time with or without reasonable accommodation.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts with or without reasonable accommodation.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone with or without reasonable accommodation.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings with or without reasonable accommodation.
- When applicable, facility to determine and differentiate colors with or without reasonable accommodation.
- When applicable, facility to drive an automobile or to arrange a consistent method of transportation.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Non-exempt

Employee Group: Classified

Salary Grade: 36

Reviewed and Approved:

Supervisor: _____

Date: 10-12-16

Human Resources: _____

Date: 10/12/16