

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

### **BEHAVIOR SPECIALIST III**

#### **General Purpose:**

A Behavior Specialist III is responsible to the County Superintendent and works under the direct supervision of the designated manager(s). The Behavior Specialist III provides consultative and direct instructional and behavioral services to students with severe disabilities, including autism spectrum disorders and emotional disturbances, as well as to students in general education settings. The Behavior Specialist III conducts Functional Analysis Assessments (FAA), develops Behavior Intervention and Support Plans, and provides in-service and on-site training to staff on implementation of evidence-based instructional and behavioral management strategies.

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

- Conducts Functional Behavior Assessments (FBAs) for the purpose of developing Behavior Intervention Plans (BIPs).
- Coordinates activities for the purpose of implementing behavior intervention plans and behavior support plans, including designing measurable goals and objectives with strategies for meeting them.
- Maintains and follows through on plans for the purpose of assisting in the training of students, family, district and special education staff in the use of behavior intervention and instructional strategies designed to assist students in learning replacement behaviors and generalizing skills across settings.
- Works with district and 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 including discrete trial training, establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the students' natural environment.
- Participates in the Individual Education Plan (IEP) process as a member of the IEP team by presenting oral and written information and providing input.
- Notifies case manager, completes and sends appropriate forms to parent or case manager, prepares report and provides copies to case manager, drafts goals, updates present levels and progress; when assessment or IEP is required in advance of IEP.
- Contacts parent and case manager and obtains a signed excusal from when unable to attend an IEP meeting.
- Coordinates and guides in-class support provided by behavior aides and 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.
- Provides support to improve student outcomes by focusing on research and evidence-based instructional programs, student assessment results and instructional strategies.
- Coordinates services through a Multi-Tiered System of Support (MTSS) approach.
- Supports the development of high quality LCAPs.
- Develops and provides professional development.
- Provides assessment data analysis for PCOE programs.
- Facilitates meeting and group processes for various educational audiences.
- Other related duties as assigned.

## BEHAVIOR SPECIALIST III/PAGE 2

### 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 Master's degree from an accredited university is required.

#### Experience:

- A minimum of five years of experience in a comparable job or classification to that of a Behavior Specialist I or II is preferred.
- A minimum of two years' experience designing and implementing positive behavior intervention plans for students with severe disabilities such as autism spectrum disorders and emotional disturbances.
- Specialized training in managing assertive, aggressive, and/or non-compliant behavior.
- Experience working in a school setting.

### Knowledge, Skills and Abilities:

- Knowledge required to perform basic math including calculation of fractions, percents and 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 develop, implement, modify and evaluate intervention plans.
- Skills required to follow oral and written instructions.
- 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.
- Ability to have the flexibility required to work with others under a variety of circumstances; analyze data utilizing defined processes; and operate equipment using various methods of operation.
- Skills and ability to analyze data, evaluate program needs; plan, organize and implement goals.
- Skills and ability to interpret, apply and explain assessment data.
- 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.

## **BEHAVIOR SPECIALIST III/PAGE 3**

- Familiarity with the principles and concepts related to Multi-Tiered Systems of Support.
- Knowledge of implementation and improvement science.
- Knowledge of strategic planning processes and implementation.
- Knowledge of federal and state legislation, codes and regulations concerning accountability.
- Skills and ability to communicate effectively with schools, outside agencies, parents, students and the public.

### **Required Testing:**

- Applicants may be tested.

### **Certificates & Licenses:**

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

### **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.

**BEHAVIOR SPECIALIST III/PAGE 4**

**FLSA Status:** Non-exempt

**Employee Group:** Classified

**Salary Grade:** 42.0

Reviewed and Approved:

Supervisor: *Susan Connolly*

Date: 6/3/2021

Human Resources: *Colleen Slattery*

Date: 6/3/2021