

BEHAVIORAL SUPPORT SPECIALIST

Purpose Statement

Under the direction of assigned supervisor, assists in behavior support in specialized instructional programs; assists in implementing a behavior support plan as described in the Individualized Education Program (IEP), assists in behavioral data collection; assists in implementing, and training staff in the use of positive behavior support and intervention techniques.

Essential Function

- Receives referrals from school psychologist regarding students with behavioral concerns; assesses behavior functioning utilizing information from current and past psychoeducational evaluations, mental health or social emotional assessments completed by outside agencies, individual history, and performs direct observations in order to identify and recommend appropriate behavior intervention strategies.
- Conducts follow-up observations of student interactions and learning environments; assist classroom teachers to assess the effectiveness of behavior support systems to promote student success; provides feedback to teachers and administrators.
- Prepares and maintains detailed case records, notes and reports related to assigned students and activities; monitors status of referrals from school sites; maintains confidentiality of sensitive and privileged information.
- Provides individual or small group support to pupils according to established specialized instructional programs.
- Assists with data collection (observation of behaviors, tracking, interviews with parents, staff and students).
- Assists with the development and implementation of positive behavioral supports as part of the individual education plan (IEP) process.
- Assists in staff trainings dealing with data collection, the use of positive behavior supports and intervention techniques.
- Determines when students require individualized behavioral attention during class time and supervise/intervene accordingly.
- Monitors student progress and makes recommendations for ongoing service as appropriate.
- Participates in the Individual Education Plan (IEP) process; attends IEP meetings as requested; provides recommendations for IEP goals related to behavior issues; serves on Student Study Teams as requested by school site personnel.
- Provides training to staff regarding the use of non-violent crisis intervention and behavior intervention techniques; participates in the development of training materials; arranges for equipment and materials for trainings.
- Assists in providing in-service training and makes presentations to parents, students and/or district staff.
- Assists in the development of training material and manuals.
- Gathers, compiles, and prepares data for statistical and operational reports.
- Contacts district staff, parents, and other agencies as directed.
- Travels to school sites as required; maintains regular contact with school psychologist and/or assigned special education staff.
- Attends professional development meetings/conferences as assigned to maintain current knowledge of developments in the field of behavior intervention.
- Confers with teachers, administrators and other District staff to develop effective behavior intervention plans and

behavior contracts for individual students; assure plans and contracts reward performance of desired behaviors and completion of tasks with tangible or external reinforcement.

- Meet with groups of identified at-risk students at school sites; confer with parents and conduct parent education trainings related to behavioral and discipline issues.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: Communication, presentation, and interpersonal skills; Organization, time management, and follow-up skills; data collection and documentation; operating standard office equipment including pertinent software applications; and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; concepts of grammar and punctuation to read and write documents following prescribed formats, and/or present information to others; understand complex, multi-step written and oral instructions. Specific knowledge is required to satisfactorily perform the functions of the job including knowledge of federal and state laws and regulations, as well as district policies, rules procedure and guidelines; stages of child development and learning styles, age appropriate activities, current and professional behavior consultation and behavior modification skills and techniques.

ABILITY is required to work independently with minimal supervision or direction; work in an environment subject to constant interruptions. Flexibility is required to work with others in a variety of circumstances; to write clearly, persuasively, and interact effectively with different stakeholders; to provide written and oral communication and/or presentations. Ability is also required to work with a wide diversity of individuals; work in collaboration with assigned certificated/classified personnel; work with a variety of data; and utilize job-related equipment. Ability to maintain confidentiality; observe and report student behavior and progress according to approved policies and procedures.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 30% sitting, 35% walking, and 35% standing. The job is performed under some hazardous conditions.

Education/Experience

Combination of training, experience, and/or education equivalent to the completion of college-level courses in psychology, special education, or related field and three years of related experience.

Required Testing

Pre-employment Proficiency Test or 48 college credits.

Certificates & Licenses

Valid CA Driver’s License
*Availability of private transportation – mileage expense allowance provided
CPR Certification

Continuing Educ./Training

None Specified

Clearances

Pre-employment Physical Exam;
TB Clearance, and Criminal Justice
Fingerprint/Background Clearance.

Sweetwater Union High School District programs and activities shall be free from discrimination based on age, gender, gender identity or expression, or genetic information, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation; the perception of one or more of such characteristics; or association with a person group with one or more of these actual or perceived characteristics.” SUHSD Board Policy 0410