

AMADOR COUNTY UNIFIED SCHOOL DISTRICT
PROGRAM SPECIALIST/BEHAVIOR INTERVENTION SPECIALIST

DEFINITION:

The Program Specialist/Behavior Intervention Specialist works under the direction of the Director of Special Education/SELPA Director and in close collaboration with School Principals, providing leadership, consultation, support, student observation, program planning and training of teachers and staff for behavior intervention for students with special needs and/or learning disabilities, including students with Section 504 plans; and is a central office administrator with various related roles and responsibilities.

ESSENTIAL PROGRAM SPECIALIST JOB TASKS:

Essential tasks include, but are not limited to:

1. Assist the Director of Special Education/SELPA Director in providing leadership and support to staff to effectively implement, evaluate, and revise the Special Education program, including maintaining open lines of communication, updates and feedback about related programs, roles and responsibilities.
2. Within a multi-tiered system of support following cycles of tiered intervention and progress monitoring, support school and district personnel.
3. Collaborate with the Director of Special Education/SELPA Director and School Principals to determine and address related priorities and needs throughout the school district.
4. Serve as administrative designee at Individualized Education Program (IEP) meetings as needed and as follows:
 - a. 30-day placement/interim meetings
 - b. change of placements
 - c. triennials and annual IEPs for Special Day Class students
 - d. IEPs held for special purposes where teachers or site administrators request support/assistance
5. Provide classroom support to new Special Education teachers, including IEP process, developing daily schedule, utilizing appropriate curriculum and instructional materials and methodology, and following ACUSD/ACOE and SELPA policies and procedures.
6. Observe, consult with, and assist Resource Specialists, Special Day Class teachers, Designated Instructional Services personnel, and other specialists.
7. Participate in meetings and conferences as the program representative or designee, as assigned by the Director of Special Education/SELPA Director.
8. Maintain a high level of communication with families, teachers, and staff regarding student issues, including initiating and responding to communication.
9. Provide feedback and input into the process of evaluating classified personnel assigned to related positions.
10. Collaborate with School Psychologists regarding referral process, assessments, and behavior planning and management systems.

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ESSENTIAL BEHAVIOR INTERVENTION SPECIALIST JOB TASKS:

Essential tasks include, but are not limited to:

11. Within a multi-tiered system of support at the site level following cycles of tiered intervention and progress monitoring, observe referred students who present with challenging behaviors and make related recommendations.
12. Train and support teachers in the appropriate development of behavior intervention plans.
13. Conduct behavior analyses and assist teachers in developing positive behavioral interventions and intervention plans for students who require such services.
14. Provide the following for school and district personnel, parents, and others: consultation, resource information, training, and materials regarding positive behavioral intervention and implementing of behavior management procedures, including demonstration of non-physical, non-aversive interventions.
15. Serve as a behavior intervention specialist with a designated case load including the following responsibilities:
 - a. Participate in IEP meetings for students who have had a functional analysis assessment or a functional behavior assessment
 - b. Make recommendations for the development of a positive behavioral intervention plan
 - c. Demonstrate and assist teachers and staff with appropriate interventions with individual students as needed
 - d. Assist and supervises the implementation, evaluation, and revisions of behavioral intervention plans Assist in reviewing and/or modifying a student's program, placement, or services through the IEP process
 - e. Demonstrate and assist teachers in monitoring students' behavioral progress
 - f. Share and demonstrate knowledge of behavior interventions, positive discipline techniques and effective practices with parents and school personnel
 - g. Review with others program effectiveness and consult/assist in the revision of programs when changes are necessary
 - h. Work cooperatively with School Psychologists, Program Specialists, and others to ensure that functional analysis assessments and functional behavioral assessments are completed and used in developing behavior intervention plans
 - i. Demonstrate and assist teachers in preparing written reports and maintaining appropriate files and records on students with behavior intention plans
 - j. Serve as a liaison and consultant to other professionals, appropriate agencies and the community
 - k. Collect and analyze data to design and monitor program improvement and student progress
 - l. Provide training to teachers and support staff in data collection, the implementation of behavior support plans, and progress monitoring

KNOWLEDGE of:

- ✓ Principles, theories, practices, methods, and techniques used in special day classes including curriculum development and classroom instruction
- ✓ Curriculum and lesson plan development to meet IEP goals
- ✓ Research methods and report writing techniques
- ✓ Basic computer operation
- ✓ Classroom procedures, classroom management and appropriate student conduct

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- ✓ Problems and concerns of students with special needs
- ✓ Terminology involved in Special Education programs
- ✓ Applicable sections of the California Education Code and other applicable law
- ✓ Student and parent rights with respect to assigned programs
- ✓ Positive behavior management principles and techniques
- ✓ Transition planning and ITP process
- ✓ Current and emerging behavior analysis methods and strategies, including accommodations and modifications
- ✓ Crisis intervention and non-physical, non-aversive interventions
- ✓ Basic knowledge of assistive technology

SKILLS/ABILITIES to:

- ✓ Communicate orally and in writing with staff, students and community
- ✓ Instruct Special Education instructional staff in teaching techniques to achieve IEP goals
- ✓ Understand and relate to students with special needs
- ✓ Monitor and evaluate program progress
- ✓ Establish and maintain cooperative and effective working relationships with others
- ✓ Maintain records, compile and verify data, and prepare reports
- ✓ Maintain current knowledge of program rules, regulations, requirements and restrictions
- ✓ Analyze situations accurately and adopt an effective course of action
- ✓ Work independently, with little direction
- ✓ Meet schedules and timelines
- ✓ Provide behavior analyses and make recommendations for positive behavioral intervention plans

QUALIFICATIONS:

Required:

- ✓ Master's Degree from an accredited college or university in Special Education, Social Work, Psychology, or related field
- ✓ Valid California Pupil Personnel Services Credential in School Counseling or School Psychology, OR current valid certification by the national Behavioral Analyst Certification Board as a Board Certified Behavior Analyst (BCBA)
- ✓ Experience with Special Education students
- ✓ Extensive knowledge of behavioral intervention strategies and child development

Desired:

- ✓ Preliminary or Professional Administrative Services Credential

LICENSES AND OTHER REQUIREMENTS:

TB Clearance
Department of Justice Fingerprint Clearance

SALARY:

Salary Range will be Level II, Administrative Salary Schedule 197 days