

**BEHAVIOR SPECIALIST****DEFINITION:**

Under direction of the Director of Special Education and/or Director of Student Services and in coordination with school level administration and staff at assigned schools, to provide direct and indirect instruction, collaboration, consultation and training in methodology and curriculum modifications designed for students with significant behavior profiles.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Collaborate with teachers, administration, and staff regarding students with behavior challenges.
- Conduct continued behavior assessment/evaluation, and evaluate the appropriateness and techniques of instruction of students' behavior.
- Provide demonstration of behavioral intervention techniques, data collection, and behavior plans.
- Maintain appropriate individual student and program data including summary and analysis. Maintain service calendar and schedule.
- Demonstrate innovative, creative techniques of instruction for students with maladaptive behaviors; promote classroom structure and behavior management techniques appropriate for students with maladaptive behaviors.
- Promote appropriate curricular modifications and content subject matter presentation and methodology for students with maladaptive behaviors.
- Assist in the training of staff in specific methodologies on an as-needed basis. May include Intensive Behavior Instruction, Pivotal Response Training, Structured Teaching, Picture Exchange Communication System, Floor Time activities, Social Skills training, and Social Story usage.
- Develop IBI procedures/programs to train Instructional Assistant (IA) staff with training in classroom, training and supervision of IBI aides and other aides; parent-training workshops, support general education and specialized classrooms. Consult with parents of students to promote a consistency of program between school and home.
- Assist in planning the transitioning of students between programs, schools, and grade levels.
- Provide support and coordination for students with behavioral challenges, including coordinating with staff, parents, and other agencies.

**QUALIFICATIONS:****Knowledge of:**

All areas of instruction with a particular knowledge of Autism Spectrum Disorder and behavioral disorders, Federal and State laws regarding special education, compliance issues conducted by Federal, State and local agencies; effective programs, resources and training for teachers of individuals with exceptional needs.

Ability to:

Demonstrate proficiency in presentation and communication of subject matter appropriate to the academics and understanding level of the students. Be sensitive to student behavior and demeanor for students, their parents and the school personnel who serve them. Communicate effectively with all students, staff, parents, and others.

Experience:

Minimum of three years of advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in Autism Spectrum Disorders and behavioral disorders.

Education:

Bachelor's degree from an accredited college or university; Master's degree preferred.

Board Certified Behavior Analyst preferred.

Autism Specialist Teacher: holds a valid general education or special education teaching credential.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stopping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Valid California special education credential or other appropriate credential. Possession of a valid California Driver's License, if required.

Board Approved: January 15, 2002

Revised: June 14, 2005

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