

IMPERIAL UNIFIED SCHOOL DISTRICT

Behavior Specialist - EDUCATIONALLY HANDICAPPED/LEARNING DISABILITIES GROUP

Behavior Specialist:

Provides supportive instruction and services for behavioral or emotionally disturbed children; provides supportive interventions to staff, families and/or students; prepares/implements behavior strategies; prepares mandated reports to comply with Federal, State, County and District policies.

Major Duties and Responsibilities:

1. Administers programs and services for behaviorally or emotionally disturbed students for the purpose of improved functioning and ensuring program eligibility and compliance with established guidelines.
2. Assists in developing procedures and training materials for district staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
3. Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with behaviorally or emotionally disturbed students.
4. Participates in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
5. Supervise and develop the individual discrete trial programming for children with disability condition in the one-on-one behavior modification training session.
6. Train staff and teachers on discrete trial training, behavior modification techniques, behavior analysis, and other effective instructional techniques utilized with students with autism and other severe disabilities.
7. Consult with teachers in the general and special education classrooms on how to better understand and serve children in their classrooms.
8. Write behavior assessment reports with recommendations on how best to approach the education process.
9. Attend individual student's IEP/SST meetings, write IEP reports, and propose future annual goals and objectives.
10. Provide consultation to the teachers and parents on the creation of appropriate and effective behavior intervention plans to target severe and inappropriate behaviors the children exhibit.
11. Perform other duties as assigned by the site administrator and/or special education director.
12. Complete observation reports and review with site personnel for appropriate

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intervention.

Other Duties:

1. Serves as a member of the school site committee for admission, placement and evaluation of pupils in classes for the educationally handicapped.
2. Provides continual supervision on an "on call" basis for pupils as problems situations arise elsewhere in the school.
3. Performs all other functions performed by regular classroom teachers.

Supervision Exercised or Received:

Under the immediate direction of the Director of Special Education and/or site administrator.

POSITION QUALIFICATIONS

Minimum Qualifications:

Credential: Valid California Multiple Subject or Single Subject credential required. Valid Education Specialist Credential Mild/Moderate required.

Education: Bachelor's Degree. Course work in the psychological characteristics of exceptional children and techniques in Applied Behavior Analysis (ABA) is desirable.

Experience: Two years of successful classroom teaching is normally required before assignment to this position. Experience in working with educationally handicapped children and/or in remedial teaching techniques, reteaching of reading, or reading center programs is desirable. Experience in writing Behavior Support Plans, Behavior intervention plans, discrete trial training and behavior modification techniques, and IEP implementations.

Personal Qualities: Appearance, grooming and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher. Empathy for the educationally handicapped pupil.

Approved: 10/17/12

Imperial Unified School District