

COTATI-ROHNERT PARK UNIFIED SCHOOL DISTRICT

BEHAVIOR SPECIALIST

Management level

Primary Function:

Under the general supervision of the site administrator and direction of the Director of Special Services, the Behavior Specialist provides support, training, consultation, and assessment to site administrators and staff in support of general and special education students with behavioral challenges. In the course of his/her duties, the Behavior Specialist will work collaboratively with other service providers, write reports, assist in the training of teachers and teaching assistants, attend IEP meetings as needed and do other related work as required.

Essential Job Functions include, but are not limited to the following:

1. Plan, organize and prioritize own work to meet deadlines and accomplish tasks within established timelines; including maintaining accurate records and files.
2. Conduct functional assessments and develop behavioral support plans, following federal and state guidelines as part of individual education plans. Write effective behavioral assessments.
3. Develop behavior intervention plans, with positive interventions and analyze behavior from a functional perspective.
4. Conduct classroom observations to assess program needs and make recommendations for instruction and training.
5. Work as part of a multi-disciplinary team and develop consultation relationships with general and special education service providers. Work with a variety of service providers and agencies including Mental Health.
6. Effectively present complex information on behavior, behavioral assessment, development of behavioral plans, and implementation of behavior plans to staff.
7. Intervene and model effective behavioral interventions with general and special education students, teachers, teaching assistants, and administrators. Provides consultation and training to teachers and assistants, including the adaptation of curriculum and materials for students with behavioral challenges.
8. Respond promptly to requests of site principals; provide needed information, assistance, training, materials, and resources. Plan, organize, and conduct staff development trainings for school staff.
9. Keep abreast of new developments and research in behavioral intervention and keep current as to these developments.
10. Other duties as assigned.

Minimum Qualifications

Education and Experience

A Bachelor of Arts or Science in applied behavioral sciences, psychology, social work, sociology, education, or mental health related field

Three (3) years of experience pertaining to duties listed, including experience in staff development and in-service training. Five (5) years of experience in school settings.

Licenses/Certifications:

- A valid California Teaching Credential (Special Education desirable)
- A Credential in Pupil Personnel, School Counseling or School Psychology
- A Board Certified Behavior Analyst

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Desirable:

- License as a Clinical Social Worker; or Marriage, Family & Child Counselor
- Master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.
- Bilingual

Knowledge of:

- Techniques for developing comprehensive behavioral assessments and behavioral intervention plans.
- Child development and developmental disabilities including, but not limited to, Trauma, Autism Spectrum Disorders, Emotional Disturbance, Developmental Delay, and other conditions with behavioral manifestations.
- DSM IV disorders and development of behavior intervention strategies appropriate to such disorders.
- Principles and practices of instruction, curriculum, professional development, and assessment, in a General and Special Education setting.
- Instructional techniques, materials, and methods for providing information and resources at professional levels.
- General and special education classroom instructional and management strategies and methodologies.
- Educational assessment tools, materials, theories and trends in assessing and identifying student learning and behavioral characteristics.
- The IEP process including development of IEP goals in team meetings.

Abilities:

- Act in a professional and positive manner using tact, patience, and courtesy.
- Establish and maintain cooperative and effective working relationships with others.
- Be flexible and receptive to change.
- Maintain strict confidentiality on job related matters.
- Work with children and adolescents that have behavioral, learning, and social challenges.
- Experience in conflict resolutions.
- Experience in dealing with diverse groups of students in general and special education matters.

Working Conditions

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Physical Abilities

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk; sit and use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb or balance and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.