



## LA MESA-SPRING VALLEY SCHOOLS

### Job Classification Description

Equal Employment Opportunity

#### **Behavior Support Specialist**

**JOB FAMILY:** Instruction

**FLSA:** Non-Exempt

**SALARY SCHEDULE:** Classified

#### **PURPOSE STATEMENT:**

Under the direction of assigned administrator, serves on the District Behavior Team and/or Parent Empowerment Program Team supporting challenging student behavior and implementation of support strategies; assists in creating training materials and the development of plans related to social emotional learning and behavior; assists with student data collection and training on data collection techniques; assists in the implementation of training for staff and families on behavior support strategies.

#### **DISTINGUISHING CHARACTERISTICS:**

The Behavior Support Specialist (BSS) is the advanced level in the classroom support instruction family. The BSS provides professional development and work guidance to Behavior Intervention Technicians (BIT), Paraprofessional-Special Educations (PPSE), and other staff as requested by the assigned administrator. This position supports students and families with high level strategy technique development and implementation to help prevent challenging student behavior. The BSS conducts analysis of collected data and modifies plans including feedback and ongoing training. The BIT supports the implementation of behavior support strategies as provided by the District Behavior Team. The BIT builds rapport with students on campus and supports referred students to help them calm and return to the classroom setting, while sharing knowledge and skills for the delivery of best practices. The BIT collects data and notes on strategies being implemented and behaviors observed.

#### **ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**

*The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.*

1. Administers basic first aid and CPR as needed.
2. Assists with the development and implementation of positive behavior support and intervention techniques and positive behavior support plans; assists with the development of training materials and manuals.
3. Attends meetings as required to provide input regarding student behavior and strategies.
4. Collects student data and writes related reports for behavior support planning and review.
5. Communicates with school staff to share information pertaining to instructional strategies, behavioral strategies, and interventions.
6. Establishes meaningful relationships with referred children (caseload) to improve behavior in the school setting; assists with parent contact, conferences and other activities related to the behavioral needs of caseload students.
7. Maintains a variety of records and files relevant to the history and progress of behavioral strategies, including confidential student records and information.

8. Operates a variety of office equipment including a calculator, copier, computer and assigned software; drives a vehicle to conduct work at various school sites as required.
9. Provides professional development opportunities and makes presentations to staff regarding behavior strategies and implementation; provides training in data collection and the use of behavior support, intervention techniques and instructional methodologies to education staff.
10. Provides support to students in the areas of social skills, emotional support, behavior response, and academic support.
11. Serves as a team member to enhance and share knowledge and skills for the delivery of best practices in behavior strategies; maintains regular contact with special education staff.
12. Supports across all functional areas of the school campus in various settings as determined by students' needs to include support on the school bus.
13. Trains and coaches families who are supporting students with challenging behavior.
14. Tutors individual or small groups of students, reinforcing instruction as directed by the teacher; works with small groups and individual students, reinforcing instruction and behavior, monitors and oversees students, confers with teachers and other staff as needed.
15. Works with school personnel to implement behavior plans; engages in direct observation and documentation of students exhibiting behaviors that may require modification; monitors student progress and makes recommendations for behavior strategies.
16. Works with the District Behavior Team and/or Parent Empowerment Program Team to develop interventions, functional behavior response plans, and supports to provide a safe and effective educational environment for students with challenging behaviors.

**OTHER DUTIES:**

1. Attends and participates in meetings, in-service trainings, workshops, and conferences.
2. Performs related duties as assigned to ensure the efficient and effective functioning of the work unit and the District.

**KNOWLEDGE, SKILLS, AND ABILITIES**

*(At time of application)*

**Knowledge of:**

- Applicable laws, codes, regulations, policies, and procedures
- Behavioral principles and social interaction facilitation
- Data collection strategies
- Functional skills of daily living such as attention strategies, relational interaction, de-escalation strategies, grooming and hygiene, and anger management
- Interpersonal skills using tact, patience, and courtesy
- Operation of a computer and assigned software
- Oral and written communication skills
- Positive behavior support and intervention techniques and instructional methodologies
- Principles and practices of providing training to various audiences
- Principles of positive reinforcement
- Reading and writing English communication skills
- Record-keeping and report preparation techniques
- Research based positive behavioral intervention methodologies and techniques

**Skills and Abilities to:**

- Administer first aid/CPR as necessary
- Analyze situations accurately and adopt an effective course of action
- Apply positive behavior support and intervention techniques and instructional methodologies

- Using approved physical interventions for safety purposes as necessary to control dysregulated behavior
- Collect and maintain data
- Communicate effectively in both oral and written form
- Develop and implement behavioral support plans
- Establish and maintain cooperative and effective working relationships with others
- Share and demonstrate knowledge of behavior analysis, positive discipline techniques, and effective practices
- Interpret, apply, and explain applicable laws, codes, regulations, policies, and procedures
- Maintain confidentiality of student records and communications
- Meet schedules and timelines
- Model specialized strategies and techniques
- Operate a computer and assigned office equipment
- Prepare and maintain records and reports
- Prepare and adapt materials to enhance student performance
- Provide student assistance in developing functional skills of daily living
- Recognize and understand how to respond to during behavior incidents
- Understand and explain the impact of pervasive developmental disorders on learning
- Understand and follow oral and written directions
- Use conversation, group discussions, tutorials, behavior management techniques, and other approaches to achieve prescribed goals with individual children experiencing school problems of a behavioral and/or educational nature

### **JOB QUALIFICATIONS / REQUIREMENTS:**

*(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)*

### **EDUCATION AND EXPERIENCE:**

Any combination equivalent to: Bachelor's degree in psychology, education, special education, or a related field and three years of experience providing intensive behavior intervention support to students in an educational, clinical, or home setting. Experience with behavior data collection and analysis required.

Incumbents must meet requirements specified under Every Student Succeeds Act (ESSA). Special Qualifications include:

- Completed at least two years of study at an institution of higher education OR
- Obtained an associate's or higher degree (college level) OR
- Met (pass) a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing and mathematics

### **LICENSE(S) REQUIRED:**

- Registered Behavior Technician certificate preferred
- Valid California Class C Driver's License and evidence of insurability
- Valid First Aid and CPR Certificate issued by an authorized agency

### **CERTIFICATIONS AND TESTING REQUIRED:**

- Successfully pass the District's job-related merit exam
- After offer of employment, obtain:
  - Criminal Justice and FBI Fingerprint Clearance
  - Negative TB test result plus periodic post-employment retest as required (currently every four years)
  - Pre-employment physical exam through District's provider at District's expense

**WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Office, classroom, and school environments
- Driving a vehicle to conduct work
- Bending at the waist, kneeling or crouching to assist students
- Dexterity of hands and fingers to operate standard office and classroom equipment and perform assigned duties
- Hearing and speaking to exchange information
- Moderate to high stress level
- Potential contact with dysregulated individuals and/or students who engage in physical aggression towards staff or students
- Potential contact with blood and other bodily fluids
- Potential contact with bloodborne pathogens and communicable diseases
- Seeing to read a variety of materials and monitor student activities.
- Sitting or standing for extended periods of time
- Lifting and carrying moderately heavy objects or students
- Reaching overhead, above the shoulders and horizontally, to retrieve and store supplies
- Traffic hazards