



DEFINITION

Under direction of the Director of Special Education, provides and coordinates consultation, support and advisory services to District personnel regarding the planning, designing, and monitoring of the implementation of positive behavior interventions and supports for all students within the District, including students with behavior needs that are receiving special education and related services through an Individualized Education Program (IEP). Provide training and support in appropriate behavior intervention management techniques, Applied Behavior Analysis (ABA), data collection and analysis and support strategies.

REPRESENTATIVE DUTIES

Develop, implement, coordinate, monitor, revise, document, evaluate and provide consultation and technical assistance to faculty and staff with the development and implementation of behavior plans, ABA programs and other appropriate programs for all students that present behavior/learning challenges; Conduct functional behavior assessments (FBA) of behaviors for students with complex and/or severe behaviors; Coordinate, plan, revise and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of PBIS, ABA, and Evidenced-Based Practices for all students receiving special education services, as well as students on 504 plans and general education students.

Perform a variety of specialized duties in the monitoring, analysis, and treatment of identified students with behavioral challenges; assure programs meet the intensive and changing needs of students; establish and maintain behavioral goals and objectives for individual students; Participate, interpret, evaluate, and write detailed and concise Behavior Support Plans (BSP), Behavioral Intervention Plans (BIP's) and Individualized Educational Programs (IEP's) to meet individual student needs, strategies, goals and objectives; prepare and maintain various records and reports related to assigned activities.

Conduct classroom observations, collect data, and prepare a variety of reports for the purpose of documenting case history, need for services, and progress towards goals. Observe and analyze student behavior in the classroom; assess classroom structure, and existing behavior management systems; develop and implement treatment plans according to individual student behavioral challenges, needs and issues. Develop, implement, train, and monitor appropriate behavior management plans and crisis prevention and intervention plans for students. Coordinate, Plan, develop and implement procedures and best practices with the implementation of response to intervention.

Manage assaultive behavior. Provide Crisis Prevention Institute (CPI) and/or other evidenced-based methodologies related to addressing the needs of students with behavior difficulties; Design and deliver behavior intervention plan training and other related in-service programs, including student-specific intervention training to staff; prepare and deliver oral presentations; prepare and distribute related training and informational materials. Provide behavioral assessments and reports for individual students. Develop materials and provide professional learning to administrators, educators, paraprofessionals, and parent's/guardians in Applied Behavior Analysis (ABA).

Participate in the development and implementation of behavior management communication systems, methodologies, theories, and techniques; assist in evaluating and developing curriculum standards to meet student needs. Provide technical information and assistance to the Director regarding assigned functions and related needs and issues; assist in the formulation and development of policies, procedures, and

programs. Communicate with District personnel, outside agencies, families and the public to exchange information, coordinate activities and resolve issues or concerns.

OTHER RESPONSIBILITIES

- Participate in faculty meetings and committees
- Work in a collaborative setting within the school setting
- Perform other related duties as assigned

KNOWLEDGE OF

- Federal and state laws that apply to the assessment of students referred due to disruptive or assaultive behaviors; IDEA and Behavior Analyst Certification Board (BACB) guidelines to address behavior and develop positive behavioral support plans.
- General Education and Special Education classroom environments and standards of learning.
- Non-violent crisis intervention techniques, including verbal de-escalation and physical interventions.
- Characteristics of various special education eligibilities, and possible social, emotional or behavioral manifestations of specific disabilities.
- Principles of behavioral management and Applied Behavior Analysis (ABA).

ABILITY TO

- Conduct assessments that conform to the IDEA and Behavior Analyst Certification Board (BACB) to address behavior, including functional analysis assessments, and functional behavior assessments.
- Provide recommendations to the IEP team based on the findings of each assessment and specific to the identified disability of the student as it relates to the classroom performance and ability for the student to access the core curriculum.
- Collaborate professionally with administrators, teachers, paraprofessionals, parents and other team members.
- Develop, implement, and conduct in-services and training sessions.
- Provide consultation and technical assistance concerning behavior management strategies.
- Perform clerical duties related to assessment, preparing reports, and maintaining records.
- Effectively work independently with little direction and as a member of a team.
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations.
- Communicate effectively both orally and in writing.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Perform the essential duties of the job with or without reasonable accommodation

EDUCATION/EXPERIENCE QUALIFICATIONS:

- Possession of a Master's Degree or higher from an accredited institution of higher learning.
- BCBA Certification Required.
- Experience working in K-12 educational setting within the specialized field of Applied Behavior Analysis, with increasing levels of responsibility.
- Possession of California Pupil Personnel Services Credential or Education Specialist Credential preferred.
- Must have a valid California Driver's License and a reliable means of transportation.

**LOWELL JOINT SCHOOL DISTRICT
BOARD CERTIFIED BEHAVIOR ANALYST**



PRE-EMPLOYMENT REQUIREMENTS:

- Current and valid Tuberculosis (TB) clearance.
- Fingerprint clearance for school personnel.
- Appearance, grooming, and personality which establish a desirable example for students

PHYSICAL STANDARDS

The work environment and physical demands of the position as described is representative of those that must be met by an employee to successfully perform the essential functions under this position. The information is not an exhaustive list of duties performed, additional duties may be assigned. These physical standards are generic in nature and tasks may vary dependent on school site, department area or specialized department as assigned. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee's primary responsibility is working with students in the office, a classroom, and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to noisy.

PHYSICAL DEMANDS

The physical demands of this position include frequent sitting and standing for extended periods of time. Dependent on class/student assignment, the employee may occasionally lift, push, pull, and/or move up to 50 pounds. Repetitive bending at the waist, as well as kneeling, stooping, crouching to assist students is also required. Employees may reach overhead, above the shoulders, and horizontally. Dexterity of hands and fingers to demonstrate activities or run equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is also required.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work Calendar as adopted by the Board of Trustees. 187 days of the year with the option of an additional 30 days of service at the position daily rate.