

FRESNO UNIFIED SCHOOL DISTRICT
Position Description

TITLE: Behavior Support Advisor **REPORTS TO:** Assigned Supervisor
DEPARTMENT: Prevention and Intervention **CLASSIFICATION:** Management
FLSA: Exempt **WORK YEAR:** Varies
BOARD APPROVAL: June 1, 2022 **SALARY:** E-24/Management Salary Schedule

BASIC FUNCTION:

Accountable for assisting school sites with social-emotional-environmental-behavioral issues that interfere with the educational process, provide direct behavioral services and consultation to students, staff, and parents/guardians, and assist in the supervision of staff. Work with school site administrators, teachers, and community within a Multi-tiered System of Support (MTSS) framework, to coordinate the identification and implementation of strategies and interventions to assist in behavioral, educational, and social emotional needs of students. Assists in providing leadership and support in the development of district level and site based intensive social emotional support systems through a culturally responsive and trauma informed lens. Supervise, provide clear work direction and evaluate the performance of assigned staff to provide timely delivery of high quality services.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Plan, organize, develop and implement behavior plans in collaboration with site-based staff to meet the needs of students who are displaying intensive social-emotional-behavioral difficulties. *E*

Coordinate identification of students in need of intensive individualized intervention services; assist in the identification of the function of student behavior and the related factors impinging on the student behavior including factors in the home, school, and community. *E*

Provide direct services to most intensive students exhibiting behavioral and/or social-emotional need. *E*

Assist administrators and support staff in the development of positive behavior support plans that are aligned to evidence based practices. *E*

Assist administrators and support staff in the development and implementation of Tier III practices. *E*

Conduct Functional Behavior Assessments to aide in the development of Behavior Support Plans. *E*

Collect, prepare, and analyze data, reports, records, and files relative to staff, monitor program development and implementation, and make timely recommendations for programmatic changes. *E*

Communicate and collaborate with staff and outside organizations to coordinate activities and programs; resolve concerns and conflicts and exchange information; evaluate and enhance programs to align to District standards to improve student learning and promotion of student wellness. *E*

Supervise and evaluate the performance of assigned staff on a regular basis and provide clear, constructive feedback to improve staff effectiveness; plan, coordinate and arrange for appropriate training of staff in support of professional learning. *E*

Provide case-management, progress monitoring and complete required documentation for identified students. *E*

Explain complex behavioral intervention strategies in a clear and concise manner to family members, teachers, support staff, and administrators. *E*

Provide and participate in professional learning to stakeholders. *E*

Coordinate, establish collaborative relationships and enhance communication and engagement between school, families, community agencies and students. *E*

Assist in facilitating the district level multidisciplinary team that supports intensive student needs. *E*

Provide mandatory oversight of staff as required by the Behavior Analyst Certification Board to obtain and maintain certification. *E*

Build capacity of district staff to support and implement intensive individualized social-emotional-environmental-behavioral interventions. *E*

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Master’s degree with an emphasis in applied behavior analysis, psychology, education, or a related field and minimum of four years’ experience designing and/or implementing intensive behavior intervention services to students with various developmental abilities, mental health diagnoses, and/or severe behavior problems in a home-based, center-based, educational, or social services setting, and increasingly responsible supervisory and/or management.

LICENSES AND OTHER REQUIREMENTS: Required prior to employment.

Valid Board-Certified Behavior Analyst (BCBA) certification and continued education to maintain certificate; valid California Driver’s License; and Crisis Prevention Intervention (CPI) and the continued education to maintain certificate.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles and methods of Applied Behavior Analysis.
Behavioral consultation strategies.

- Effective supervision techniques.
- Effective training/teaching strategies and techniques.
- Data collection and analysis.
- District and community resources.
- Various mental health diagnoses, developmental disabilities, and severe behavioral problems.
- Safe practices in the classroom and playground activities.
- Oral and written skills using correct grammar, spelling, punctuation, and vocabulary in English and a designated second language if required.
- Principles and practices of management.
- Interpersonal and intrapersonal skills using tact, patience and courtesy, self-management, decision making, problem-solving, relationship management.
- Applicable state, federal and district rules, regulations related to assigned activities.
- Community agencies and resources available to assist with family needs.
- Trauma Informed Practices and Diversity, Equity and Inclusion.
- District organization, operations, policies, objectives and goals.

ABILITY TO:

- Understand and address the needs of students with various needs including mental health, developmental disabilities, and severe behavioral problems.
- Establish rapport and work effectively with individual students, groups of students, and families.
- Conduct training sessions for parents, staff, and other professionals and agency personnel.
- Demonstrate interpersonal and intrapersonal skills, empathetic listening using tact, patience, self-management, decision making, problem-solving, and relationship management.
- Conduct Functional Behavioral Assessments (FBA), generate quality reports, and oversee the development and implementation of behavior support plans.
- Communicate, understand, and follow both oral and written directions effectively.
- Participate in professional learning, agency trainings, and meetings in a variety of settings.
- Actively participate in meeting district goals and values.
- Maintain confidentiality of student records and communications.
- Learn district organization, operations, policies, objectives, and goals.
- Adhere to schedules and deadlines.
- Interpret, comprehend, apply, and explain rules, regulations, policies and procedures.
- Effectively develop and implement applied behavior analysis-based interventions.
- Supervise program development and implementation.
- Provide leadership, train and evaluate the performance of assigned staff.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor and outdoor work environment; driving own vehicle to conduct work; contact with dissatisfied individuals, parents, and students; home visits to potentially unsafe neighborhoods; constant interruptions; repetitive activities; engage and intervene with students who are escalated in behavior and potentially physically aggressive.

PHYSICAL ABILITIES:

With reasonable accommodations, if necessary, sitting, walking, or standing for extended periods of time; dexterity to operate a computer and other equipment; kneeling, bending at the waist, kneel and crouch; hearing and speaking to exchange information and make presentations; seeing to read.

Fresno Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

E = Essential Functions