

FRESNO UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Behavioral Intervention Specialist	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Prevention and Intervention	CLASSIFICATION:	Classified
FLSA:	Non-Exempt	WORK YEAR:	197 Days
BOARD APPROVAL:	May 9, 2018	SALARY:	E-13 Management Salary Schedule

BASIC FUNCTION:

Accountable for assisting schools sites with social emotional supports by providing strategic services that identify and address the social-emotional-environmental issues that interfere with the educational process. Works with school principal or designee, teachers, student, parent, and community within a Multi-Tiered System of Support (MTSS) framework, to coordinate identification and implementation of strategies for identified at-risk students and assist in meeting the special behavioral, educational, and social emotional needs of students.

REPRESENTATIVE DUTIES: (Persons employed in this position may perform any combination of the essential functions shown below (E). 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.)

Coordinates identification of students in need of school site based intervention services; assists in the identification of function of student behavior and related factors impinging on student behavior including factors in the home, school, and community. *E*

Assists administrators and support staff support in developing positive behavioral intervention plans aligned to evidence based practices (i.e. SEL, PBIS, trauma informed practices, restorative practices). *E*

Works with students exhibiting inappropriate or challenging behaviors. *E*

Supports Functional Behavior Assessment/Behavior Support Plans data collection. *E*

Provides teachers support (coaching and modeling) implementing positive interventions strategies for students: model identified behavior techniques and reinforcement strategies. *E*

Provides case management, progress monitoring and completes required documentation for identified students. *E*

Establish collaborative relationships with teachers, administrators, outside mental health agencies, community groups, and families. *E*

Conducts interviews, risk assessments and observations as needed. *E*

Maintain confidentiality and make a clear distinction between public and confidential information. *E*

Initiate and/or coordinate referral services for identified students and their families. *E*

Consult and work with families, school personnel and other District staff regarding student needs and instructional differentiation to improve learning in the classrooms. *E*

Attends meetings and professional development as required. *E*

Observe and assist in emergency situations involving aggressive or uncontrolled behavior of identified students according to approve CPI (Crisis Preventative Intervention) procedures as trained; provide input as requested following emergency behavior incidents (Behavioral Emergency Interventions Report); report progress regarding student performance and behavior to assist students to achieve their personal best. *E*

Supervise and evaluate the performance of assigned personnel on a regular basis and provide clear constructive feedback to improve staff effectiveness.

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: Bachelor's degree in Psychology/Social/Behavioral Sciences or related field. Experience in case management and/or working with at-risk children preferred. Bilingual ability may be required, depending on assignment.

LICENSES AND OTHER REQUIREMENTS:

Preferred board Certified Assistant Behavior Analyst (BCaBA) certification. Individuals hired without a BCaBA must become certified within 36 months of employment. Possession of valid California driver's license and personal automobile for use on district business.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Principles and methods of behavior analysis.
- Oral and written skills using correct grammar, spelling, punctuation and vocabulary in English and a designated second language if required.
- Special issues, needs and requirements of students with severe social-emotional needs and behavioral needs.
- Diverse cultural background.
- Data collection and analysis.
- District and community resources.
- Safe practices in classroom and playground activities.
- Applicable state, federal and district rules, regulations related to assigned activities.
- Interpersonal skills using tact, patience and courtesy.
- Community agencies and resources available to assist with family needs.

ABILITY TO:

- Establish rapport and work effectively with individual students, groups of students and families.
- Demonstrate a strong, empathetic listening and interpersonal relationship skills.
- Communicate, understand and follow both oral and written directions effectively.
- Demonstrated ability to work and communicate effectively with staff, students, parents and public, and to respect confidential matters.
- Work flexible hours and make home visits as needed.
- Actively participate in meeting District goals and outcomes.
- Learn District organization, operations, policies, objectives and goals.
- Interpret, comprehend, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with a diverse range of people.
- Work confidentially and independently.
- Demonstrate an understanding, patient, sensitive and receptive attitude toward diverse student population.
- Work effectively with and recognize needs of the culturally and economically diverse groups.
- Plan and organize work to meet schedules and time lines.
- Supervise and evaluate the performance of assigned staff.
- Demonstrate integrity, trustworthiness, and high ethical standards.
- Think outside the box and develop new methods or solutions.
- Communicate using patience and courtesy in a manner that reflects positively on the organization.

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.

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