



CAJON VALLEY UNION SCHOOL DISTRICT PERSONNEL COMMISSION

Job Class Description

BEHAVIOR INTERVENTION SPECIALIST

DEPARTMENT/SITE: School Site **SALARY SCHEDULE:**

Classified Bargaining Unit

SALARY RANGE:

19 per 2021/2022 Schedule

WORK YEAR:

11 Months (206 Days)

REPORTS TO: Principal or assigned

FLSA: Non-Exempt

Administrator

BASIC FUNCTION:

Under the supervision of an assigned administrator and direction of a credentialed staff member, assist in developing, implementing and modeling behavior and instructional support plans to meet individual student needs and reinforce learning activities; perform a variety of specialized learning techniques, communication strategies, and applied behavioral activities or techniques pertaining to the instruction of students with emotional disabilities, behavior disorders and/or mental health challenges; assist in modeling the use of positive behavior support and intervention techniques for other staff; assist in data collection related to academic and/or behavioral information. The incumbents in this classification assist in providing students with instructional and behavioral support which directly supports student learning.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all 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.

Assist in developing, implementing, and modeling behavior and instructional support plans to meet individual student needs and reinforce learning activities; perform a variety of specialized learning techniques, communication strategies, and applied behavioral analysis or techniques pertaining to the instruction of students with emotional disabilities, behavior disorders, and/or mental health challenges; assist students in achieving academic, social, emotional and behavioral goals as described in the student's individualized plans.

Work individually and with groups of students in all instructional areas; monitor student progress in identified areas; observe students and record appropriate data regarding academic and/or behavioral information.

Assist teacher with the supervision of students in the classroom, on the playground, on the school bus, and on study/field trips; monitor the environment for antecedents and students for signs of escalation and use established techniques and procedures to address aggressive behavior.

Assist in shaping student's behavior through positive reinforcement strategies and teach replacement behaviors; prepare and implement behavior contracts.

Assist in care of student physical and self-help needs, which may include administering medication, feeding, diapering, toileting, and other specialized healthcare procedures as assigned.

BEHAVIOR INTERVENTION SPECIALIST - Continued Page 2 of 3

Assist in meeting students' needs in the areas of sensory impairment, sensorimotor integration, and fine or gross motor skills, including the use of assistive technology and adaptive physical education equipment.

Perform a variety of clerical duties in support of classroom activities, including preparing instructional materials, scoring student assignments, recording grades, taking and recording attendance, etc.; maintain a variety of service-related records and prepare reports related to data.

Operate a computer and other standard office equipment; drive a vehicle to conduct work as assigned.

Attend IEP and other meetings, conferences, and in-services as related to assigned activities. Assure the health and safety of students by following established practices and procedures; maintain the learning environment in a safe, orderly, and clean manner.

Support student behavior by participating in home visits under the supervision of credentialed staff, as directed.

Administer first aid and CPR as needed

Perform classification-related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Special Education regulations and guidelines, including the IEP process.

Characteristics of a variety of qualifying special education disabilities, including emotional disabilities, behavior disorders, and/or mental health challenges

A variety of specialized learning techniques such as behavior management for students with mental health challenges, Applied Behavior Analysis (ABA), discrete trial methods, pivotal response techniques, picture exchange system, and other appropriate strategies and methods for shaping behaviors. Mandated reporter regulations.

Data collection and analysis.

Report writing related to data collection.

Records management, storage, and retrieval.

Oral and written communication skills.

Interpersonal skills including tact, patience, and courtesy.

Operation of a computer and other standard office equipment.

ABILITY TO:

Implement school-wide, classroom, and individualized behavior plans as written, documentation, and follow-up procedures; maintain records and prepare reports.

Supervise students that demonstrate aggressive behavior.

Learn and utilize teaching aids, assistive technology, or communication devices used by special education students.

Maintain confidentiality concerning students and their families.

Follow written protocols and procedures as specified.

Administer first aid and CPR as needed.

Implement approved de-escalation and emergency behavioral interventions, as needed.

Communicate effectively both orally and in writing.

Establish and maintain cooperative working relationships with students, parents, staff, and community agencies.

Operate standard office and classroom equipment, including a computer and assigned software.

BEHAVIOR INTERVENTION SPECIALIST - Continued Page 3 of 3

EDUCATION AND EXPERIENCE:

Any combination equivalent to graduation from high school, supplemented by at least 48 college semester units in child development, education, psychology, sociology, human development, and counseling or other related field and one year of experience implementing intervention techniques and strategies for shaping behaviors of students with emotional disabilities, behavior disorders and/or mental health challenges.

LICENSES AND OTHER REQUIREMENTS:

Possession of a current certificate in infant, child, and adult cardio-pulmonary resuscitation (CPR) and First Aid card is required. Maintain up-to-date certificates in CPR and first aid.

Some positions in this classification may require possession of a valid California driver's license and may require incumbents to maintain qualifications for automobile insurance coverage.

Professional Assault Crisis Training (Pro-ACT) Certification or other in District provided de-escalation and behavior intervention training within six months of hire.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom and outdoor school environment.

Subject to noise, odors, and physical and verbal aggression.

Travel to multiple school sites, as needed.

Ride the school bus to and from school to support students, as needed.

Driving a vehicle to conduct work.

PHYSICAL DEMANDS:

Walking, sitting, or standing for extended periods of time.

Running and physical agility to intervene with students who are eloping.

Bending at the waist, kneeling, or crouching to assist students.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.

Pushing, pulling, lifting, and carrying books, supplies, and equipment weighing up to 50 pounds and occasionally lifting and/or moving more than 50 pounds with assistance.

Reaching overhead and above shoulders.

Dexterity of hands and fingers to operate standard office and classroom equipment. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Regularly lift and/or move

Agility and strength to safely implement approved behavioral interventions, as needed.

HAZARDS:

Potential exposure to communicable diseases and contact with blood and other body fluids.

Potential exposure to physical injury from aggressive behavior.

CLEARANCES:

Criminal Justice Fingerprint /Background

Tuberculosis
Pre-placement Physical and Drug Screen

JOB CLASS HISTORY

4/16 update

5/22 Revised (EH&A / MGT Consulting) / PC & GB: 09/2022