CLASS TITLE: INSTRUCTIONAL SPECIALIST—BEHAVIOR

BASIC FUNCTION:
Under the direction of a school principal, design, plan, and implement Positive Behavior Support strategies including CHAMPS, Applied Behavior Analysis (ABA) strategies and Social Skills Training (SST), for students with various behavioral and social-emotional needs including students with special needs. Design, plan, and implement directed social and behavioral learning experiences for individuals and groups. Monitor and report student progress regarding behavior and performance. Provide training, coaching, and mentoring to paraeducators and teachers and other specialists who may also be providing positive behavior supports and instruction to students. Collect behavioral data for analysis consistent with ABA/SST/PBSP and student IEPs. Collaborate with various staff members individually and in groups. Provide program input, demonstrate program procedures, follow and/or implement program recommendations.

REPRESENTATIVE DUTIES:
Design, plan, and implement Positive Behavior Support strategies, CHAMPS, Applied Behavior Analysis (ABA) strategies and Social Skills Training for students with social-emotional and behavioral needs including students with special needs in school and in collaboration with community agencies and families; E

Design, plan, and implement directed social and behavioral learning experiences for individuals and groups; E

Lead Social Skills Groups consistent with ABA/SST for general education and students with IEPs to teach and generalize social skills, coping strategies and relaxation skills; E

Provide ABA/SST/PBSP services to students.

Provide modeling, training, coaching, and mentoring to paraeducators and teachers who provide instruction to students; E

Collaborate with various staff members, families, and outside agencies, individually and in groups, e.g., regularly attending a variety of meetings, clinics, and/or training sessions; E

Provide program input, demonstrate program procedures, and implement program recommendations; E

Collect and analyze individual and school-wide student behavior data; E

Organize schedule to provide maximized access; E

Perform related duties as assigned; E
KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Positive Behavior Supports, CHAMPS, Applied Behavior Analysis (ABA), Social Skills Training (SST), Trauma Informed Care, Restorative Justice, alternative measures to suspensions, relaxation training and frustration tolerance programs and Nonviolent Crisis Prevention Intervention (NCPI);
Appropriate safety precautions and procedures for classroom, recreational activities, and field trips;
Principles and practices of training others, including coaching and mentoring;
Interpersonal skills using tact, patience and courtesy;
Oral and written communication skills, including correct English usage, grammar, spelling, punctuation and vocabulary; and
Use and operation of a word processor, computer, iPads, video other and standard office equipment.

ABILITY TO:
Learn about and provide for the general needs and behaviors of children with social-emotional and behavioral need;
Assist paraeducators, teachers and specialists in the development, implementation, and reinforcement of positive behavior support plans;
Demonstrate and instruct less experienced staff through coaching, modeling, and/or shadowing techniques;
Present educational materials, lessons, programs, and projects to students with varying degrees of impairment;
Observe, administer and conduct behavioral probes. Implement behavioral strategies and program modifications in accordance with a student’s Individualized Education Program (IEP);
Establish and maintain cooperative and effective working relationships with parents, teachers, students, other staff and the general public;
Communicate effectively both orally and in writing, e.g., understand and accurately follow oral and written instructions;
Understand the appropriate use of email;
Analyze situations accurately and adopt an effective course of action;
Meet schedules and time lines;
Plan and organize work; and
Work independently with little direction.

EDUCATION AND EXPERIENCE:
Any combination of training, education and experience equivalent to a BA/BS Degree from a college or university;
Two (2) years of successful experience in a paid or volunteer position working with children with social-emotional and behavioral needs and students with special needs, including the use of appropriate academic and behavioral strategies;
SELPF-approved Nonviolent Crisis Prevention Intervention (NCPI) Certification;
Previous experience in collecting data, writing short narrative reports and presenting reports; and
One (1) year of the experience requirement may be met by substituting a Bachelor’s degree in Social/Behavioral Science, e.g., Psychology, Social Work, Sociology.
LICENSES AND OTHER REQUIREMENTS:
REQUIRED:
Valid California driver’s license.

DESIRABLE:
Bachelor’s degree in Social/Behavioral Science, e.g., Psychology, Social Work, Sociology;
Possession of a valid American Red Cross Standard First Aid certificate;
Possession of a valid American Red Cross Cardiopulmonary Resuscitation certificate;
Completion of a Ventura County SELPA – Positive Behavior Intervention Certificate Training;
Training in Trauma Informed Care;
Training in Restorative Justice; and
Certification in one or more areas of Applied Behavior Analysis.

WORKING CONDITIONS:
ENVIRONMENT:
Classroom, play yard, and community settings, which may include inside and outside
environmental conditions.

PHYSICAL ABILITIES:
Hearing and speaking to exchange information and to make presentations;
Dexterity of hands and fingers for operating office equipment;
Carrying, pushing or lifting classroom equipment and supplies;
Bending at the waist;
Lifting objects weighing up to 40 pounds;
Reaching over head, above the shoulders or horizontally to store equipment; and
Seeing to observe students in classroom activities.

Moving around a classroom or playground environment freely and independently enough to
observe children naturally and unobtrusively.

Should an applicant require reasonable accommodation, the Ventura County Office of Education
will consider that upon request.

HAZARDS:
Exposure to students and members of the public with behavioral problems, who may: 1) become
hostile and/or disorderly; and 2) exhibit physically aggressive behavior to self or others.