CLASS TITLE: INSTRUCTIONAL SPECIALIST BEHAVIOR (TRITON)

**BASIC FUNCTIONS:**
Under the direction of a school principal, design, plan, and implement Applied Behavior Analysis (ABA) strategies and Social Skills Training (SST), including Discrete Trial Training (DTT) Home and School Programs, and Community Based Instruction (CBI) for students with various special needs; design, plan, and implement directed academic, social, and behavioral learning experiences for individuals and groups; monitor and report student progress regarding behavior and performance; design, plan, and implement ABA/DTT services to students with autism in school, community or home settings; provide ABA/SST instruction to students with Down syndrome, Intellectual Disabilities, Autism Spectrum Disorder, Multiple Disabilities or other special education students as appropriate; provide training, coaching, and mentoring to Paraeducators and Teachers who may also be providing ABA/SST instruction to students; collect behavioral data for analysis consistent with ABA/DTT/SST 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 Applied Behavior Analysis (ABA) strategies and Social Skills Training (SST), including Discrete Trial Training (DTT) Home and School Programs and Community Based Instruction (CBI) for students with various special needs in school, community and home settings; 

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

Lead Social Skills Groups consistent with ABA/DTT/SST and student IEPs to teach and generalize social skills and coping strategies; 

Provide ABA/DTT services to students with autism; 

Provide ABA/SST services to students with a variety of special education students, including those with Down syndrome, Mental Retardation, Asperger’s Syndrome and/or Multiple Disabilities; 

Provide training, coaching, and mentoring to Paraeducators and Teachers who provide ABA/SST instruction to students; 

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

Provide program input, demonstrate program procedures, and implement program recommendations;
Organize schedule to provide maximized access; 

Perform related duties as assigned. 

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**
- Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Social Skills Training (SST), Community Based Instruction (CBI), and Nonviolent Crisis Prevention Intervention (NCPI).
- Philosophy and principles of Positive Behavior Support, as promoted by researches such as Mesaros, La Vigna, Duran, and others.
- Appropriate safety precautions and procedures for classroom, home, recreational activities and Community Based Instruction (CBI).
- 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.
- Use and operation of a word processor, computer and standard office equipment.

**ABILITY TO:**
- Learn about and provide for the general needs and behaviors of children with autistic spectrum disorders and/or mental disablement.
- Assist Paraeducators and Teachers in the development, implementation, and reinforcement of ABA/DTT/SST plans, including Social Skills Groups.
- 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 and administer ABA/DTT drills, conduct ABA/DTT 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.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Plan and organize work.
- Work independently with little direction.
- Drive a car and transport students to CBI sites.

**EDUCATION AND EXPERIENCE:**
- Any combination of training, education and experience equivalent to an AA Degree from a college or university; Two (2) years of successful experience in a paid or volunteer position working with children with Autism, Down syndrome, Multiple Disabilities, Asperger’s Syndrome or Mental Retardation, including the use of appropriate academic and behavioral
strategies; SELPA-approved Nonviolent Crisis Prevention Intervention (NCPI) Certification; Previous experience in collecting data and writing short narrative reports.

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 - approved Autism Certificate Certification in one or more areas of Applied Behavior Analysis.

**WORKING CONDITIONS:**

**ENVIRONMENT:**
Classroom, playground, and community settings, which may include inside and outside environmental conditions; Driving a vehicle to conduct observations of special education programs; and Driving a vehicle to provide services at more than one location and with multiple students.

**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; Seeing to observe students in classroom activities; and Moving around a classroom or playground environment freely and independently enough to observe children naturally and unobtrusively.

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

**HAZARDS:**
Exposure to students with behavioral problems, who may: 1) become hostile and/or disorderly; and 2) exhibit physically aggressive behavior.