CHICO UNIFIED SCHOOL DISTRICT
BEHAVIOR SPECIALIST

DEFINITION:
Under the general supervision of the Director of Special Education, the Behavior Specialist provides support, training, consultation and assessment to staff in support of students with behavioral challenges in CUSD. The Behavior Specialist works collaboratively with other service providers, provides staff development, classroom interventions, instructional best practices, core teaching interventions, and technical behavior assistance to CUSD.

EXAMPLE OF IMPORTANT AND ESSENTIAL DUTIES
• Plan, organize and prioritize own work to meet deadlines and accomplish tasks within established timelines, including maintaining accurate records and files.
• Develop, implement and monitor strategies for positive student behavior management.
• Conduct comprehensive functional analysis & behavioral assessments including classroom observations.
• Intervene and model effective classroom and behavioral interventions with students, staff, and administrators.
• Work as part of a multi-disciplinary team.
• Plan, organize, and conduct staff development trainings for school staff.
• Work with a variety of service providers and agencies.
• Maintain strict confidentiality on job related matters.
• Keep abreast of new developments and research.
• Consult with teachers, psychologists, paraprofessionals, and parents about student progress with interventions.
• Attend Individual Education Plan (IEP) meetings as necessary to review assessment data, consult on the program, and develop goals and objectives.
• Perform related duties as required.

JOB RELATED AND ESSENTIAL QUALIFICATIONS
Knowledge of:
• Child development and developmental disabilities including, but not limited to, autism spectrum disorders, emotional disturbance, intellectual disabilities, and with behavioral manifestations.
• DSM IV disorders and development of behavior intervention strategies appropriate to such disorders.
• Techniques for developing comprehensive behavioral assessments and behavioral intervention plans.
• General and special education classroom instructional and management strategies and methodologies.
• Educational evaluation tools, materials, theories and trends in assessing and identifying student learning and behavioral characteristics.
Abilities to:
• Read and write at a level sufficient for performance and assigned duties, including independently producing professionally written reports and documents.
• Plan, organize, implement, and supervise individual behavior programs.
• Travel to various work sites and inspect work in progress.
• Keep and compile complex records and reports.
• Understand and carry out oral and written directions.
• Communicate effectively, tactfully and persuasively, both orally and in writing.
• Establish and maintain effective working relationships with parents, district and employees.
• Meet the physical requirements of the job.
• Manage time with independent judgment and a high degree of initiative.
• Perform efficiently within restricted timeframes.

PHYSICAL REQUIREMENTS
• Physical agility to effectively restrain student in sometimes hostile situations.
• Ability to safely operate a motor vehicle to travel to school site.

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job. See job analysis and for Instructional Paraprofessional for guidance on physical, mental and psychological requirements.

EXPERIENCE AND TRAINING
• Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying.
• Bachelor of Arts or Science in applied behavioral sciences, psychology, social work, sociology, education, or mental health related field.
• Experience in conducting student functional behavior analysis.
• Training in behavioral interventions such as Crisis Prevention Intervention (CPI) techniques.

QUALIFICATIONS: REQUIRED
• Bachelor’s degree required.
• Board Certification as a Behavior Analyst (BCBA); or
• Actively enrolled in BCBA program, and completed within two (2) years of employment.
• Valid California driver’s license.

DESIRABLE CREDENTIALS, LICENSES, DEGREES
• A valid Special Education California Teaching Credential and/or a Pupil Personnel Services Credential in School Psychology.
• Valid California Administrative Services Credential.
• License as a Clinical Social Worker; or Marriage, Family & Child Counselor.
• National Behavior Analysis Certification.
• California Administrative Services Credential and three years’ experience in Administration preferred.