

CURRICULUM PROGRAM SPECIALIST – SPECIAL EDUCATION/BEHAVIORAL SUPPORT

BASIC FUNCTION:

Under the direction of the Director of Pupil Personnel Services, to assist in the planning, organizing, and implementation of the behavior and instructional programming for students with educationally-related mental health services and special needs as identified on the Individualized Educational Plan (IEP), including behavioral, emotional and autism spectrum disabilities. Work with students on IEPs and with educationally related mental health services. Provide consultation, coaching, one-to-one and group presentations, and classroom instructional modeling and support. Duties will also include instructional and behavioral strategies for general and special education classroom teachers, resource specialists, services personnel, and others providing instructional/behavioral services to students with disabilities.

REPRESENTATIVE DUTIES

Provide technical behavioral assistance and consultation to school personnel in a variety of settings. Conduct student Behavioral Analysis assessments; develop and monitor positive behavioral Intervention; develop proactive strategies to assist and support special education students who display problem behaviors.

Coordinate behavioral services for special education students receiving mental health services. Provide technical assistance and training to staff and families concerning behavior needs and challenges in special education programs and related services.

Consult with staff concerning appropriate learning strategies and positive behavior interventions to support the student to access instruction and to make academic progress in the least restrictive environment.

Plan and oversee the development and implementation of programs, policies, and best practices relative to the management of students' behaviors, including students with autism and emotional disturbance (ED).

Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of Applied Behavior Analysis (ABA) and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students.

Plan and provide positive behavior management interventions and programs for special needs students in their classrooms.

Facilitate the development of cooperative efforts between schools and other community agencies in providing services to students.

Analyze behavior from a functional perspective that conform to the IDEA Federal Regulations and address behavior, including functional analysis and functional behavior assessments that promote daily positive interventions.

Present comprehensive reports about assessment results at IEP team meetings and make recommendations to the IEP team based on the findings of your assessments and specific to the identified disability as it relates to classroom performance and access to core curriculum.

Conduct direct behavioral analyses of students leading to and including, development of behavior goals, behavior contracts, behavior Intervention plans, functional Behavioral Analysis assessments and Positive Behavioral Intervention Plans; collect and analyze data.

Attend and assist with facilitating IEPs for students in behavior intervention programs, autism programs, TEACCH program and other special education programs.

Monitor enrollment of students in Non-Public School (NPS) programs and coordinate their return to District programs. Attend and facilitate NPS IEP meetings.

Provide staff training/presentations for paraprofessionals and other staff implementing behavior interventions and programs for students with behavioral issues.

Provide general support to sites in the area of behavioral issues which includes assisting sites with student discipline, complaint issues arising around those issues, coordinates, tracks, monitors manifestation determination meetings, and positive behavior support planning.

Develop and coordinate parent trainings and support to families of students with behavior issues.

Develop ongoing lessons, fidelity checklists and outcome measures for social skills curriculum.

Serve as an instructional leader and resource to both elementary and secondary programs in the areas of student behavior change, discipline, IEP development, alternative programs, program implementation, special education laws and compliance.

Establish significant annual goals, objectives, and indicators of attainment for students in behavior intervention and autism programs.

Collaborate with educationally related Mental Health Counselors / Mental Health Coordinator and staff to coordinate full implementation of social skills programming.

Complete all documentation related to assigned duties

Operate a computer and other office equipment as assigned.

OTHER FUNCTIONS:

Perform related duties as assigned.

JOB QUALIFICATIONS

KNOWLEDGE OF:

IDEA and IEP process. Applicable laws, codes, regulations, policies, and procedures.
Theories and techniques of Applied Behavior Analysis.
Social, behavioral and academic needs of special education students.
Behavior management strategies and techniques relating to students who experience atypical control problems.
Appropriate curriculum and instructional strategies for students with severe/profound disabilities.
Current state and federal special education regulations.
Special education curriculum resources and materials.
Behavior intervention methodology/techniques including positive behavior intervention strategies and regulations.
Individual and classroom management techniques.
Principles and practices of instruction, curriculum, professional development, and assessment in a special education setting.
Best practices in special education and behavior..
Diagnostic instruments and their interpretation and application.
Oral and written communication skills.
Record-keeping and report preparation techniques.
Operation of a computer and assigned software.
Interpersonal skills including tact, patience, and courtesy.

ABILITY TO:

Effectively communicate and maintain cooperative relationships with those contacted during the course of work both orally and in writing.
Develop, write, and implement effective behavioral plans including data collection.
Develop behavioral programs and monitoring.
Assess student skills, behavioral challenges, and social skills.
Share and demonstrate knowledge of behavioral analysis, positive discipline techniques, and effective practices.
Plan and implement quality in-service programs for staff. Plan and develop trainings for parents and the community.
Prepare and maintain a variety of comprehensive reports, records, and files.
Meet schedules and timelines.
Plan and organize work.

Incorporated within one or more of the previously-mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- Ability to work at a desk and in meetings of various configurations.
- Ability to read printed matter and computer screens.
- Ability to communicate so others will be able to clearly understand a normal conversation.
- Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to push, pull, and transport instructional materials.
- Ability to drive a personal vehicle to conduct business.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Driving a vehicle to conduct work.

EDUCATION AND EXPERIENCE:

Master's Degree in special education, psychology, counseling, behavior analysis, behavior science, human development, social work, or a related field.
Possession of Board Certified Behavior Analyst (BCBA) certification preferred.
Possession of a Pro-Act Certificate, or agreement to complete the necessary training within the first year of employment.

CREDENTIAL:

Must possess a valid California credential authorizing service as a special education teacher or school psychologist.

Valid California driver's license

SALARY:

Appropriate placement on the Certificated Unit Member Salary Schedule, plus 1.15 ratio.

WORK YEAR:

195 days; 8 hours per day.