



Classification Summary

Researches, develops and supervises the implementation of behavior management programs for the school district. Involves complex and extensive knowledge of behavior management problems and solutions.

Supervisory Relationships

Works under the supervision of the Director of Educational Support Services and in cooperation with one to fifteen personnel at each school location. Supervises classroom teachers and Instructional Assistants and trains them in various behavior management techniques.

Examples of Duties

1. Observe students for determination of behavioral management interventions.
2. Be available to offer advice concerning staffing changes.
3. Provide home programs for autistic students whose behavior at home puts their educational environment at school in jeopardy.
4. Prepare programs and present these to certified staff, supervisor and teacher consultant or, upon occasion, Human Rights Committees.

Required Knowledge, Skills and Abilities

1. Working knowledge of instructional and behavioral management and modification theory and techniques for handicapped students.
2. Demonstrated ability to design and implement effective behavioral modification programs with handicapped students.
3. Ability to train other professional and lay staff in behavioral management and modification techniques.
4. Knowledge of district policies and procedures regarding treatment of handicapped students in a public school setting.
5. Ability to communicate effectively orally and in writing with a wide variety of audiences such as Human Rights Committee members, professional teaching and administrative staff, classified instructional assistant staff, and students with mild to severe handicaps.
6. Ability to establish and maintain effective working relationships.
7. Maintains regular and prompt attendance.
8. Performs other related duties as assigned.

Minimum Qualifications for Class Entry

1. Bachelor's Degree in Special Education or related field.
2. Previous experience in the application of instructional and behavioral theories to manage and modify behavior and provide direct instruction to special education populations.

Work Environment

1. Works at several school settings across all grade levels and with students of varying degrees of handicaps.
2. Can work at one site for as little as one week or as long as the entire school year. Generally travels one or two sites per day and travel time is about 20-30 minutes per day.
3. Requires the use of a personal vehicle.