



Fremont Union High School District

Position: Lead Behavior Specialist

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| Department/Site: | District Office | Range: | 122 |
| Reports to/Evaluated by: | Director of Educational and Special | Work Year: | 225 |
| | | Months: | 11 |

Summary of Basic Functions & Responsibilities

Under the direction of the FUHSD Director of Educational and Special Services, this position will be part of a multi-disciplinary team assessing behaviors and determining appropriate behavioral interventions within the special education district program at large. The Lead Behavior Specialist provides direction to the behavior services team, plans for and implements training throughout the district on behavioral support strategies while maintaining behavioral case management services for identified students at various sites. Individual or program services necessary for the summer academy/extended school year session will be determined based on IEP/program development and offered as part of the regular summer academy staffing process. It is essential that the Lead Behavior Specialist have experience in the school setting for managing and working effectively with people of various cultures and abilities.

Essential Duties & Responsibilities

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Supports behavior specialist activities and professional learning by collaborating with Special Services administrators and other special education team members.
- Communicates with administrators to problem solve and deliver targeted interventions across the district.
- Serves as a member of the behavior services team and an essential liaison between special services and behavior specialist staff.
- Provides input into the formulation of the Behavior Intervention Plans to members of the behavior team and other relevant team members.
- Assist the leadership team with all aspects of operations, including but not limited to staffing issues, classroom issues and special education compliance.
- Develop, implement, and monitor a behavior management system.
- Identify antecedent conditions that contribute to or sustain desired/undesired behavior and useful antecedent management interventions.
- Create observable and measurable behavioral IEP goals and objectives.
- Execute general behavioral support strategies in classroom.
- Provide individual and/or group social skills trainings (i.e. pro-social communication, anger management, conflict resolution, etc.) to students.
- Conduct behavioral presentations designed to meet site/district needs.
- Assess the need and create behavior intervention plans (BIP's) as deemed necessary by the IEP team.
- When applicable, implement BIP's and train staff on the execution of BIPs.
- Teach and reinforce positive behavior choices made by students on assigned caseload.
- Participate in 1 to 1 and /or group social skills training to the students on your caseload in collaboration with the site therapist.
- Communicate monthly with students' parents. If needed, provide training to students' families regarding the classroom behavior management system and how to implement it in the home
- Prepare and present a summary of behavior progress for assigned caseload at IEP meetings.

- Develop new and/or monitor existing IEP behavioral goals and objectives for assigned caseload.
- Provide transitional support services; meet with staff, observe students, and create transition plans prior to students moving to or coming from a more restrictive environment.
- Provide prudent and appropriate responses to behavioral crises.
- Attend District/Site Special Education meetings and offer resources to staff.
- Attend individual and group supervision meetings.
- Complete and submit required documentation.
- Report any suspicions of abuse or neglect of children to the proper authorities as mandated by law. Maintain confidentiality and comply with governmental laws and regulations, as well as District/SELPA policies and procedures.
- Participate and complete professional development trainings assigned by supervisor.
- Perform other duties as requested by supervisor.

Qualifications

Required Education:

- A bachelor's degree in education, psychology or related field.
- Board Certified Behavior Analyst (BCBA) certification.

Required Experience:

- A minimum of four years providing behavioral support and social skills training.
- A minimum of two years of experience working within a public school setting.

Desirable Experience:

- Successful experience demonstrating tact, courtesy, positive attitude and maintaining cooperative relationships with those contacted during the course of work.
- Experience working effectively with a multicultural community, and with service agencies and organizations.

Personal Knowledge and Skills:

- Knowledge and experience pertaining to behavior management systems.
- Ability to respond fully to quickly escalating behavioral situations that involve children on mainstream school sites.
- Possess sound written and verbal communication skills.
- Strong public speaking and presentation skills.
- Excellent time and material organizational skills.
- Ability to constructively engage in rapidly changing behavioral situations.
- Keen observation, listening and interactive skills vital for developing professional relations.
- Knowledge of learning disabilities, emotional disturbances, autism spectrum disorders and intellectual disabilities.
- Ability to assess the needs of children and develop appropriate assessment and plans required
- Knowledgeable in Special Education Laws and Applied Behavioral Analysis theories.
- Must possess leadership skills and be able to work independently.
- Must be able to work with a flexible schedule.
- Must be able to complete training in physical restraint system.

Required Licenses & Certificates:

- Requires a valid driver's license.
- Fingerprint clearance from the Department of Justice and Federal Bureau of Investigation.

Working Conditions:

- **Environment:** Indoor classroom and community-based settings. Occasional public contact with emotional, dissatisfied, or demanding individuals.
- **Physical Requirements:** Hearing and speaking to exchange information and on the telephone; seeing to read, prepare and proofread documents; sitting for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the

shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

Approved by the FUHSD Board of Trustees at their regular meeting on May 2, 2023