

## BEHAVIOR INTERVENTION SUPERVISOR

### **JOB SUMMARY**

Under administrative direction of Director, Student Support Services, participates in the planning, developing, coordinating and monitoring the quality of the District's behavior analytic intervention-programs and related services; trains, supervises and/or consults with staff, professionals and parents, in support of the development and implementation of Individualized Education Program (IEP) goals/objectives, placement and services; participates in the coordination of program activities with teachers and other staff.

### **DISTINGUISHING CHARACTERISTICS**

This specialized management classification is distinguished from other classifications in that the incumbents have advanced training and specialized knowledge of the programmatic needs of children with behavioral challenges.

### **SUPERVISION RECEIVED AND EXERCISED**

Incumbents in this class report to the Director, Student Support Services. Incumbents supervise Instructional Assistants in the Student Support Services programs.

### **EXAMPLES OF DUTIES: Duties may include, but are not limited to, the following:**

- Provides advice to teachers and instructional assistants on the development, implementation, and monitoring of behavior analytic interventions
- Provides oversight of the District's behavior analytic intervention programs
- Participates in students' IEP meetings on the behavior analytic interventions
- Trains and serves as a resource for parents in behavioral and instructional strategies, as well as skill generalization according to the IEPs
- Trains teachers and instructional assistants on behavioral and instructional strategies and interventions
- Coordinates with IEP team to develop goals and objectives based on observation, assessment data and parent input
- Participates in the analysis of data for the purpose of modifying curricular and instructional strategies
- Initiates customized data collection systems and supervises maintenance of a variety of records and files and coordinates data collection to monitor student progress
- Assists in the placement of students in the appropriate behavioral programs and/or classes
- Collaborates with instructional staff, outside agencies, and consultants to provide supervision of school-based and extended day programming
- Performs other related duties as assigned.

### **EMPLOYMENT STANDARDS**

**Education:** A bachelor's degree in Applied Behavioral Analysis, Psychology, Special Education, or a field related to the knowledge and abilities requirements of this classification from an institute of higher learning recognized by the Council of Higher Education Accreditation. A Master's degree in one of these fields is desirable. Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA) Certificate is required. Maintenance of this certificate is a condition of continued employment.

**Experience:** Two years of teaching, therapy or related experience, including developing, implementing, modifying, and monitoring behavioral intervention program plans of school-aged children with behavioral disorders, providing trainings related to behavioral interventions to parents and/or staff. Two years of supervisory experience in behavioral intervention programs.

**Knowledge of:** Special Education law and procedural safeguards; general principles of supervision and training; Applied Behavior Analysis methods; professional report writing; IEP planning process and program options; methodologies such as Discrete Trial Training, Picture Exchange Communication System (PECS), Social Skills, Pivotal Response Training (PRT), and the Treatment and Education of Autistic and Communication Handicapped Children (TEACCH); data collection methods and data analysis; current research methodologies, current behavioral analytic interventions and treatment; applicable laws, codes, regulations,

policies and objectives of assigned programs and activities related to students’ curriculum and behavioral interventions.

**Ability to:** Reinforce instruction to students with autism, emotional disturbance, and/or other related behavioral disorders from preschool through eighth grade level; manage student behavior and guide students toward more acceptable social behaviors; establish and maintain effective working relationships with children and their parents, public, other employees; track, monitor, and provide feedback on student’s progress; keep complex data collection records; maintain confidentiality of sensitive information; utilize appropriate instructional materials and procedures; travel to student’s homes and other locations as needed; understand, communicate and follow oral and written instructions; effectively communicate both orally and in writing; instruct, train and effectively supervise staff; evaluate and manage job performance of staff; interpret and apply federal, state, and local laws, codes, rules and regulations related to program services; exercise sound judgment in making decisions; work independently with little supervision; effectively prioritize and manage multiple tasks and projects in order to meet deadlines; adjust to frequent schedule changes and effectively manage changes on-the-job.; and comply with mandatory child abuse reporter training requirements as part of pre-employment and on an annual basis.

**License:** Possession of a valid Class C California Driver's License and the availability of private transportation or the ability to obtain transportation between job sites is required.

**PHYSICAL STANDARDS**

*The work environment and physical demands of the positions as described below are representative of those that must be met by an employee to successfully perform the essential functions of a position working with special education students. Reasonable accommodations may be made to enable individuals to perform the essential functions of a specific position. These physical standards are generic in nature and tasks may vary dependent on student assignment.*

**Work Environment:** While performing the duties of this job, the employee works in several environments including home environment, classroom, and indoor and outdoor environments. The employee’s primary responsibility is behavioral program implementation and supervision. The incumbent will be expected to drive to and from assigned sites. Employees in this position may have a higher level of exposure to infection and physical injury from students. There is also frequent contact with staff and public. The noise level is moderate. Actual daily work schedules will vary, dependent on program need.

**Physical Demands:** The physical demands of this position include sitting and standing for extended periods of time, including sitting on low chairs, on the floor on mats, or in classrooms or homes of various configurations. The employee may frequently move, lift, or restrain children weighing up to 50 lbs. unassisted. Employees may lift and move students who may wear heavy braces, and/or use wheelchairs and other assistive devices. Frequent bending at the waist is required, as is kneeling, crouching, pushing and pulling to assist students with shoelaces, braces, floor exercises and pushing of wheelchairs with or without students up and down inclines, steps and on long walks. Employees may reach overhead as well as above the shoulders and horizontally. Dexterity of hands and fingers to demonstrate activities or run medical and instructional resource equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Visual acuity to read a variety of materials, distinguish colors and monitor student activities is required. Employees must be able to drive a vehicle to travel between school sites.

*The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

BEHAVIOR INTERVENTION SUPERVISOR Personnel Action	Personnel Action Date
Adopted by the Personnel Commission:	December 2, 2009
Revised by the Personnel Commission:	March 17, 2024, May 18, 2015
Revised by the Personnel Commission:	April 28, 2025