



**Orange County Department of Education
Human Resources Department
Classified Class Specification**

**Class Code: 4056
Date Adopted: 7/1/2024**

**FLSA Status: Nonexempt
Union Representation: Represented**

Behavior Intervention Specialist

GENERAL PURPOSE

Under general supervision, assists administrators and teachers in the development and implementation of classroom and individual behavior plans; works with new or continuing students who are demonstrating significant behaviors that impede the learning of self and others; observes and monitors frequency of behaviors via data collection and one-on-one interventions within the classroom and/or community; works as part of a classroom team serving students with mild to moderate or moderate to severe learning, emotional, and/or behavioral disabilities; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Behavior Intervention Specialists utilize advanced knowledge of Applied Behavior Analysis (ABA), as well as other behavior approaches, to provide training to paraeducators and other school staff on intensive behavior intervention services and are responsible for following established guidelines and providing respectful, appropriate care, instruction, and supervision to one or more students ranging in age from 3 to 22 years with mild to moderate or moderate to severe learning, emotional, mental, and/or behavioral disabilities. Assignments may be on a long-term and/or as-needed basis in a designated classroom and/or to provide one-on-one care and assistance to a particular student. Typically, assignments focus on providing behavioral support and care for students with significant behavior issues.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Deploy to multiple administrative areas where a new or continuing student is demonstrating significant behaviors that impede the learning of self and others; work as part of the classroom team serving students with mild to moderate or moderate to severe learning, emotional, and/or behavioral disabilities.
2. Apply behavior analysis principles and techniques to students exhibiting disruptive classroom behaviors and implement supportive interventions designed to complement the student's behavior plans or contracts.
3. Assist teachers, paraeducators, and other school site personnel in the implementation of behavior plans for students.
4. Observe classroom structure for essential elements; assist and collaborate with classroom staff to increase instructional and behavioral elements in the classroom.

5. Observe, document, and record students aggressive, assaultive, non-compliance, and self-abusive behavior, as well as behavior related to the safety of themselves and others; report students' progress; maintain and record detailed, accurate data sheets, notes, logs, and other documentation to summarize student activities, progress, and achievements.
6. Provide data and information to assist in the development and/or modification of behavior plans for special education and general education students.
7. Demonstrate and instruct paraeducators on ABA techniques.
8. Consistent with assigned student's behavior plans and under close supervision of applicable teachers and specialists, follow and implement plans and protocols to assist and support students; keep students focused and on-task; and work one-on-one or with small groups of assigned students in classroom, jobsite, on campus, and/or community settings.
9. Monitor assigned students' behavior and provide behavior modification, within established guidelines and requirements in classroom and/or community settings, dependent on assignment redirect and modify problematic and disruptive behavior and model appropriate behavior and reinforce positive behavior.
10. Ensure students do not disrupt classroom or community outing activities, including identifying, averting or de-escalating potentially difficult or stressful situations for students; implements student behavior management plans, as necessary; and may provide short-term, one-on-one support and assistance to and supervision of a student with severe behavioral issues in a classroom or community setting.
11. Provides ongoing supervision of assigned students; provides discipline within the scope of OCDE policies and guidelines as needed.

OTHER DUTIES

1. Attend a variety of meetings and training sessions as required.
2. Perform CPR and first aid as required.

QUALIFICATIONS

Knowledge of:

1. Principles and practices of Applied Behavior Analysis.
2. Methods and practices of child growth and development and developmental behavior characteristics pertaining to students with special learning needs and/or autism spectrum disorder diagnosis.
3. Behavior management techniques and strategies.
4. Methods and techniques of conflict resolution.
5. Procedures and practices for classroom, school grounds, and community safety.
6. Correct English usage, including spelling, grammar, punctuation, and pronunciation.
7. Administrative practices and procedures, including recordkeeping and filing practices and procedures.
8. CPR and first aid.

Ability and Skill to:

1. Identify behavior problems and their function within the learning environment.
2. Prepare and facilitate training for parents, staff, and school site staff.
3. Organize, set priorities, and exercise sound judgment within areas of responsibility.
4. Develop and maintain confidential student records and files.
5. Communicate clearly and effectively, both orally and in writing.
6. Understand and follow written and oral instructions.
7. Deal with sensitive and difficult situations.
8. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
9. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a bachelor's degree in applied behavior analysis, psychology or related field; two (2) years of experience working with students with various disabilities in an organized setting; or combination of training and experience.

Licenses; Certificates; Special Requirements:

Board Certified Behavior Analyst (BCBA) preferred.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification perform deskwork for extended periods; read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; make observations and interpret people and situations; use basic math; learn and apply new information or skills; perform detailed work on multiple, concurrent tasks with frequent interruptions; work under deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work including students, who may engage in potentially dangerous and/or abusive behavior.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. Employees typically work in a classroom setting, and the noise level is moderately quiet.