

SUPERVISOR-BEHAVIOR INTERVENTION

DEFINITION:

Under the supervision of the Autism Coordinator, provides training, support and consultation to assigned ABA/Behavior Intervention program personnel to facilitate proper development and implementation of Applied Behavior Analysis, Evidence Based practices, and educational plans for students with special needs such as Autism and related behavioral disorders; organizes and directs the activities and operations of the ABA/Behavior Intervention program; coordinates information, resources and communications between teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities; trains, supervises and evaluates the performance of assigned personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Organizes and directs the activities and operations of the ABA Behavior Intervention program; participates in the development and implementation of program policies and procedures.
- Provides training, support and consultation to assigned program personnel to facilitate proper development and implementation of Applied Behavior Analysis, Evidence Based practices and educational plans such as Individual Education Plans (IEP) and Behavior Intervention Plans (BIP) for students; monitors and evaluates progress of student programs towards educational goals and objectives; provides recommendations for procedural changes to enhance program effectiveness.
- Support the development of Behavior Intervention Plans (BIP) and Tier 2 Behavior Plans; conducts Functional Behavior Assessments (FBA); analyze data and evaluate student progress towards goals.
- Trains, supervises and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignment, termination and disciplinary actions.
- Supervises the implementation of related goals and services with the Individual Educational Program (IEP) for students; implements approved strategies for behavior management.
- Collects and inputs data, compile information for reports, prepares graphs and analyzes information to provide recommendations for goals and objectives for student's IEP and BIP.
- Collaborates with program personnel, parents, and outside agencies to meet the needs of identified students.
- Prepares and maintains a variety of reports, records and files related to students' IEPs.
- Attends and participates in a variety of meetings, conferences and in-service trainings as assigned; implement Evidence Based Practices and create and conduct behavior analytic related trainings and presentations.

QUALIFICATIONS GUIDE

Knowledge of:

- Practices, procedures and techniques used in Applied Behavior Analysis, Evidence Based Practice, educational plans for students.
- Child development and developmental milestones.
- Behavior intervention plans and strategies.
- Applicable Special education laws, codes, regulations, policies and procedures including Individuals with Disabilities Act (IDEA).
- Basic instructional methods and techniques.
- Effective supervision and training techniques.
- Individual Education Plans (IEP) and Behavior Intervention Plans (BIP) preparation and implementation methods and procedures.
- Crisis response interventions.
- Positive behavior intervention and supports.
- Record-keeping and report writing techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Oral and written communication skills.

- Interpersonal skills using tact, patience and courtesy.
- Operation of a variety of office equipment, a computer and assigned software.

Ability to:

- Provide training and consultation to assigned behavior intervention program personnel to facilitate proper development and implementation of educational plans for students.
- Collaborate with teachers, administrators, staff, parents and outside agencies to assure smooth and efficient program activities.
- Supervise and evaluate the performance of assigned staff.
- Develop and implement positive, proactive and practical behavioral programs for students, behavioral disorders and developmental disabilities.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Monitor and evaluate progress of student programs towards educational goals and objectives.
- Collaborate with program personnel to meet the needs of identified students.
- Analyze issues related to educational plans, behavioral problems, educational needs and activities.
- Compile information and prepare a variety of informational materials to enhance training activities and effectiveness of classroom activities.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a variety of office equipment, a computer and assigned software.
- Maintain records and prepare reports.
- Meet schedules and time lines.
- Plan and organize work.
- Analyze situations accurately and adopt an effective course of action.
- Maintain current knowledge of applicable laws, codes, rules and regulations.
- Work with constant interruptions.
- Prepare records and reports related to assigned activities.

EDUCATION/EXPERIENCE:

Any combination equivalent to: bachelor's degree in psychology, child development, education or related field and four years' experience implementing ABA services to students with Autism or related behavioral disorders including one-year experience in an educational or agency environment. Master's degree with BCBA or working towards BCBA preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid certification in one or more areas of Applied Behavior Analysis (ABA).
- Valid Special Education Teaching credential preferred.
- Valid California Class C Driver's License.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Occasionally lift and/or move up to 75 pounds.

WORK ENVIRONMENT:

Indoor office/classroom work environment. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Hazards include:

- Contact with dissatisfied or abusive individuals.