

Job Summary:

The job of Program Specialist – Intervention Resource Classrooms is done for the purpose/s of assisting the school site/classroom staff. He/she consults, coordinates, plans programs, provides behavioral resources and assesses the effectiveness of behavioral intervention programs for students with special needs. The program specialist shall also participate in in-service training, research, program development and innovation of evidence based practices and approaches. The program specialist designs, implements, and monitors effective school behavioral intervention programs. The program specialist may also be responsible for appropriate identification, assessment and guidance programming for students with special needs.

Essential Functions:

- Collaborates with teachers, administrators and support staff for the purpose of implementing, supervising and monitoring effective behavioral intervention plans and programs.
- Provides input for Individualized Education Plans (IEP) for the purpose of staying in compliance with due process of law requirements.
- Supports the planning and implementation of Behavior Intervention Plans (BIP) for the purpose of staying in compliance with due process of law requirements
- Consults with teachers, administrators and support staff for the purpose of serving as an integral member of IEP teams.
- Promotes research-based behavior support plans for the purpose of assuring that students receive the most effective behavioral/classroom support program.
- Documents program results for the purpose of evaluating effectiveness of interventions and receipt of educational benefits for students.
- Maintains accurate records and other required data for the purpose of assuring confidentiality, due process and program effectiveness.
- Manages difficult behavioral cases for the purpose of assuring appropriate behavioral support services.
- Provides in-service presentations for the purpose of assisting staff to develop and implement appropriate behavioral support programs.
- Serves students, parents, teachers, administrators, support staff, service providers and agencies for the purpose of acting as a resource for guidance with issues, laws, regulations and educational trends related to effective behavioral support interventions.
- Supervises staff for the purpose of evaluating effectiveness of interventions and receipt of educational benefits for students.

Skills, Knowledge and/or Abilities:

Skills to:

- Communicate effectively, orally, and in writing;
- Demonstrate effective behavior and classroom interventions;

Knowledge of:

- Due process rights and procedures;
- IEP and BIP;
- Functional behavioral assessment and analysis;
- Agency services available in the planning for behavioral services for students with disabilities;
- Research findings, implementation strategies, evaluation of effective interventions related to behavioral support planning;
- Specialized knowledge of special education students.
- Applied Behavior Analysis strategies and interventions.

Ability to:

- Assess students with behavioral challenges;
- Identify, design, implement, monitor and evaluate behavioral interventions;
- Provide in-services and other types of training to staff, parents, agencies and others;
- Interact effectively with parents, staff, agency representative and others;
- Collaborate, consult and coordinate with others to provide comprehensive and effective classroom and behavioral interventions for students; implement applied behavior analysis.

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the Organization's services. The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and some fine finger dexterity. Generally the job requires 65% sitting, 15% walking and 20% standing. The job is performed under minimal temperature variations.

Experience Required:

- Three years experience in special education, behavioral specialist consultation, and/or as an education specialist
- Experience should include application of researched-based behavior analysis techniques, in-service training of professionals, paraprofessionals and parents, and participation in the Individualized Educational Program meetings.
- Behavioral Science or Mental Health background

Education Required:

- Masters Degree
- Candidate must hold or be enrolled in a pupil personnel services credential program or administrative credential program

Clearances, Certificates, Licenses, Testing and/or Bonding Required:

- Valid California Driver's License and proof of automobile insurance.
- Department of Justice and FBI Fingerprint Response.

FLSA Status: Exempt

September 2016

This organization is an Equal Opportunity Employer and does not discriminate on the basis of race, color, national origin, creed, age, gender or disability. Inquiries regarding compliance procedures may be directed to our personnel office.

This organization complies with the Americans with Disabilities Act. Persons with a disability who may need some accommodation in the hiring process should contact our personnel office.

This organization is a Drug and Tobacco - Free Workplace

This organization requires a successful candidate to provide it with employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act.