

JOB DESCRIPTION

Job Title: Program Director, Behavioral Team (9976)

Job Summary:

Under general supervision and direction of the department administrator and/or designee(s), oversee the development, implementation, and oversight of individualized behavior programs for students ages 3-22 with severe disabilities, as outlined in their Individualized Education Programs (IEPs). This position will directly manage and support a team of behavioral staff within the county's Intensive Needs Program, provide county-wide training on Functional Behavioral Assessments (FBAs), assist in the creation of behavior intervention plans, and support both special education and general education staff in fostering positive behavioral outcomes for students.

Essential Duties:

- Collaborate with administrators, special education staff, and families to develop and implement behavior interventions that support an inclusive and effective learning environment.
- Supervise the behavioral team, ensuring proper training, support, and adherence to best practices in behavioral interventions.
- Conduct regular observations and provide coaching and feedback to ensure consistent implementation of behavioral strategies.
- Align behavioral interventions with each student's IEP goals and needs.
- Lead county-wide training on Functional Behavioral Assessments (FBAs), ensuring staff proficiency in conducting assessments and using data to inform intervention plans.
- Conduct comprehensive FBAs for students requiring detailed behavioral analysis and recommendations.
- Use FBA data to create individualized, measurable Behavior Intervention Plans (BIPs).
- Ensure behavior programs are grounded in Applied Behavior Analysis (ABA) principles and tailored to each student's needs.
- Evaluate the effectiveness of behavioral programs through data analysis and recommend adjustments to support student progress.
- Develop and deliver training sessions on behavior management, FBAs, and intervention strategies for special education, general education staff, and other stakeholders.
- Provide ongoing professional development to keep staff informed of the latest research and best practices in behavioral interventions.
- Foster collaboration between special education and general education teams to ensure a unified approach to behavior management across school settings.
- Serve as a consultant to staff, administrators, and parents on behavioral issues and intervention strategies.
- Support the development of individualized behavior goals for students during IEP meetings and assist with goal implementation.
- Ensure behavioral interventions and assessments comply with state, federal, and district regulations.
- Maintain accurate, up-to-date records of student progress, assessments, and behavior interventions.
- Prepare reports on behavioral data, outcomes, and program effectiveness for district and county leadership.
- Attend local, regional, and state meetings and conferences, as needed.
- Travel to various locations throughout Tulare County for work-related duties.
- Perform other related duties, as assigned.

Skills, Knowledge and/or Abilities:

Skills to:

- use FBA data to create individualized, measurable Behavior Intervention Plans (BIPs);
- plan, coordinate, promote, analyze, and direct programs;
- analyze highly significant and complex problems, develop solutions, and make effective decisions and recommendations;
- effectively utilize electronic health record system and reporting options;
- develop and implement staff training for skill development;
- work effectively with students, parents, and school staff in a supportive and collaborative manner;
- communicate effectively in different settings with diverse groups;
- operate a variety of office equipment.

Knowledge of:

- federal, state, and county laws and regulations regarding special education services;
- applied behavior analysis principles and practices, including behavior management techniques;
- behavioral consultation strategies;
- effective supervision, management, and training/teaching strategies and techniques;
- various mental health diagnoses, developmental disabilities, and severe behavior problems;
- principles and practices of organization, administration, and personnel management;
- research methodologies applicable to the analysis of programs and policies;
- TCOE mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

Ability to:

- conduct training sessions for parents, staff, and other professionals and agency personnel;
- conduct Functional Behavior Assessments and oversee the implementation of behavior intervention plans;
- communicate effectively, both orally and in writing, with family members, district personnel and various outside agencies;
- understand and carry out oral and written instructions;
- maintain confidentiality of student records and communications;
- adhere to schedules and deadlines;
- collect, prepare, interpret, analyze, and use data and reports;
- read, interpret, and apply rules, regulations, and policies;
- adapt to working with diverse student populations and various schools and LEA's.
- work independently under broad organizational guidelines to achieve unit objective.
- travel throughout the county using own vehicle;
- regularly attend trainings for professional development.

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to 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 climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under minimal temperature variations in a generally hazard free environment.

Education Required:

- Master's degree in Applied Behavior Analysis, Psychology, or a related field.
- Board Certification in Behavior Analysis (BCBA) required.

Experience Required:

- Five (5) years of experience in the field of behavior analysis, including experience working with students with severe disabilities and working within IEP processes, conducting FBAs, developing BIPs.
- Two (2) years of experience in supervising and providing training to staff.

Other Requirements:

- Valid California driver's license and proof of automobile insurance.
- Department of Justice and FBI Fingerprint clearance upon hire.
- Must be able to use own vehicle to travel throughout the County, as needed.

FLSA Status: Exempt

March 2025

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.