

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**POSITION DESCRIPTION**

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<b>TITLE:</b>	Behavior Support Specialist	<b>REPORTS TO:</b>	Certificated Personnel
<b>DEPARTMENT:</b>	Various Sites	<b>CLASSIFICATION:</b>	Classified
<b>FLSA:</b>	Non-Exempt	<b>SALARY GRADE:</b>	038 PARA
<b>REVISED:</b>	December 14, 2001		

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**BASIC FUNCTION:**

Assist in data collection and assessment for behavior support services; assist in developing, implementing, and training staff in the use of positive behavior support and intervention techniques

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

**E = Essential Functions**

Assist with data collection and assessments for behavior support services. **E**

Assist with the development and implementation of positive behavior support and intervention techniques and positive behavior support plans as part of the individual education plan (IEP) process. **E**

Provide training in data collection and in the use of positive behavior support and intervention techniques and instructional methodologies to educational staff. **E**

Assist in developing augmentative and/or alternative communication systems. **E**

Monitor student progress and make recommendations for ongoing service as appropriate. **E**

Attend IEP meetings as assigned to provide information. **E**

Provide inservice training and make presentations to district staff. **E**

Assist in the development of training material and manuals. **E**

Maintain a variety of service related records and prepare reports. **E**

Contact district staff, parents, and other agencies. **E**

Travel to school sites as required; maintain regular contact with special education certificated staff. **E**

Attend meetings and conferences as assigned. **E**

Accompany parents and pupils to appointments with health care professionals.

Perform related duties as assigned.

**MINIMUM QUALIFICATIONS:**

**EDUCATION AND EXPERIENCE:**

Any combination of training, experience, and/or education equivalent to completion of college-level courses in psychology, special education, or related field, and three years of related experience.

**LICENSES AND OTHER REQUIREMENTS:**

Possession of a valid California driver's license and availability of private transportation (mileage expense allowance provided).

Personality and character traits suited to providing services for students with serious behavior challenges. Some positions may require proficiency in a foreign language and/or sign language.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Positive behavior support and intervention techniques and instructional methodologies.

Functional analysis assessment.

Oral and written communication skills.

**ABILITY TO:**

Recognize and understand serious behavior challenges.

Apply positive behavior support and intervention techniques and instructional methodologies.

Communicate effectively orally and in writing.

Establish and maintain effective working relationships with others.

Operate standard office equipment including microcomputers and related software applications.

Plan and organize work.

Meet schedules and time lines.

Maintain records and prepare reports.

Analyze situations accurately and adopt an effective course of action.

Work independently with little direction.

Read, apply, and explain rules, regulations, policies, and procedures.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office or classroom setting.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.