



**BERKELEY UNIFIED SCHOOL
DISTRICT**
Human Resources Department

**CLASSIFICATION AND
POSITION DESCRIPTION**

TITLE:	Behavioral Intervention Specialist	REPORTS TO:	Assigned District Office Administrator or Supervisor
DEPARTMENT/SCHOOL:	As assigned	CLASSIFICATION:	Non-Administrative Classified Technical
FAIR LABOR STANDARDS ACT CLASSIFICATION:	Non-Exempt	WORK YEAR: HOURS:	10 months/Calendar 5002 Hours as assigned
APPROVED: Board Commission	9/26/2018	SALARY GRADE:	Schedule: 56 Range: 42

BASIC FUNCTION:

Under the direction of a certificated administrator or program supervisor, assist certificated teachers and/or other service providers in reinforcing instruction to individual or small groups of students with special needs; assist in providing learning activities and meeting the special needs of assigned students in areas related to behavioral challenges and/or anti-social behaviors in a specialized designated Intervention environment; monitor and report student progress regarding behavior and performance; assist students in developing various self-help, social and community skills. Assists with implementation of Individual Education Programs; provide routine clerical duties in support of educational program.

DISTINGUISHING CHARACTERISTICS:

Instructional Assistant I-Special Education incumbents provide instructional support to students classified with mild to moderate learning and/or emotional disabilities.

Instructional Assistant II-Special Education incumbents provide instructional support, health and hygiene services and behavior modifications to students classified with mild to moderate or moderate to severe learning and/or emotional disabilities. Incumbents in this class may be trained in specialized health care procedures.

Behavioral Intervention Specialist incumbents provide instructional support to students with behavioral challenges and/or anti-social behaviors.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Assist in maintaining a learning environment in a safe, orderly and clean manner; provide classroom support by setting up work areas and displays and distributing and collecting paper, supplies and materials
- Assist in maintaining the health and safety of students by following health and safety practices and procedures
- Assist in monitoring, classroom supplies; assist in ordering and arranging for food items as appropriate
- Assist students to perform and develop independent living and self-help skills such as shopping, counting money, cleaning and related activities as assigned; assist students to develop social, vocational and job searching skills as assigned
- Assist with maintaining student records and files related to progress, behavior and assigned activities; prepare mandated time accounting reports and documentation as required; collect data and monitor student progress
- Assists in individualized instruction to meet educational objectives of students requiring behavior intervention strategies.
- Attend IEP meetings as necessary to share information about individual students.

- Coach students in communication, self-control and cooperation.
- Collect daily progress data on assigned student and provides that data to designated administrators or supervisors.
- Communicate with faculty, staff, administrators and others to exchange information and resolve issues or concerns; answer telephone calls, take messages and provide general class and student information as assigned
- Escort students during the regular duty day as assigned to and from designated locations; accompany students on fieldtrips, recreational therapy activities, social events and during outdoor activities; may accompany students to District-sponsored events or recreational functions and ride school buses.
- Implement Behavior Intervention Plan(s) as directed.
- Implement and model developmental social skills.
- Maintain confidentiality of student information in accordance with state and federal mandates
- Observe and redirect behavior of students according to approved procedures; monitor and interact with students during outdoor, physical education and other recreational activities as directed; develop incentives as positive reinforcement; reinforce behavior modification techniques determined by the teacher
- Operate a variety of office and classroom equipment including a copier, computer and software as appropriate
- Participate in team implementation of behavioral and treatment plans.
- Perform routine clerical duties in support of educational activities such as preparing, typing, duplicating and filing instructional materials; distribute and collect student assignments, documents and various forms Reinforce concepts and ensure student understanding of assignments and homework instructions; reinforce vocabulary and concepts as necessary; assist students with meeting individual education goals and objectives; collect data and report progress regarding student performance and behavior
- Provides input, as requested, in the development and assessment of individual student goals and objects prior to IEP meetings.
- Read books to students and observe their reading abilities; assist students with letter and word pronunciation and recognition; assist students with assignments such as reading, writing and mathematics
- Respond to student medical emergencies according to District protocol and prepare related paperwork as appropriate
- Perform related duties as assigned

MINIMUM QUALIFICATIONS

The requirements listed below are representative of knowledge skills and abilities required to satisfactorily perform the essential duties and responsibilities.

Education and Experience: Any combination equivalent to:

- A. Graduation from high school supplemented by 48 units of college level course work or an Associate's Degree. Training in interventions (Crisis, Behavior) desired.
- B. Four (4) years' experience in special needs instructional support. Two (2) years' experience working in a classroom environment with special needs students. .

LICENSES AND OTHER REQUIREMENTS:

Valid first aid and CPR certificates issued by authorized agency preferred

Incumbents must meet requirements specified under the No Child Left Behind Act

Incumbents in this classification may be required to speak, read and write in a designated second language

Valid California Driver's License and vehicle insurability to comply with District requirements.

Employment eligibility that includes fingerprint, tuberculosis and/or other employment clearance.

Completion of Crisis Prevention Institute (CPI) training or equivalent within six (6) months (probationary period) required.

KNOWLEDGE OF:

- Applied Behavior Analysis Principles
- Basic instructional methods and techniques
- Basic record-keeping and report preparation techniques
- Basic subjects taught in local schools, including basic and advanced arithmetic, grammar, spelling, language, history, science and reading
- Challenges and concerns of students with special needs
- Child guidance principles and practices.
- Classroom procedures and appropriate student conduct
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Data entry and retrieval techniques
- District contracts and bargaining units
- Guidance principles and practices related to students with special needs
- Interpersonal skills using tact, patience and professionalism
- Mathematical computations
- Modern office procedures and record-keeping techniques
- Operation of standard office and classroom equipment including a computer
- Oral and written communication skills
- Safe practices in classroom and playground activities
- Serving students with disabilities in full-inclusion settings
- Technical aspects of field of specialty

ABILITY TO:

- Assist in the preparation of instructional materials in support of Individual Education Programs
- Assist with instruction and related activities in a classroom or assigned learning environment
- Collect data, monitor, observe and report student behavior and progress
- Communicate effectively both orally and in writing
- Complete work with many interruptions
- Demonstrate an understanding, patient and receptive attitude toward students with special needs
- Determine appropriate action within clearly defined guidelines
- Establish and maintain cooperative and effective working relationships with others
- Identify behavior problems and their function within the learning environment
- Keyboard or input data at an acceptable rate of speed
- Maintain confidentiality of sensitive and privileged information
- Make mathematical computations with speed and accuracy
- Meet schedules and time lines
- Observe health and safety regulations
- Operate standard office and classroom equipment including a computer
- Perform routine clerical duties including keyboarding, filing and duplicating materials
- Prepare routine reports
- Read books to students and assist with reading and writing activities
- Reinforce instruction to individual or small groups of students with special needs
- Understand and follow oral and written instructions
- Understand and relate to students with special needs

WORKING CONDITIONS

ENVIRONMENT:

- Classroom and other indoor and outdoor learning environments
- Interactions with dissatisfied, hostile and irate individuals
- Subject to demanding time lines and constant interruptions

PHYSICAL ABILITIES:

- Bending at the waist and/or kneeling to assist students and to retrieve materials
- Dexterity of hands and fingers to operate office and classroom equipment to include computers
- Hearing and speaking to exchange information
- Lifting, carrying, pushing and/or pulling students weighing up to 50 pounds and with assistance for over 50 pounds
- Operating a computer keyboard for extended periods of time
- Seeing to read a variety of materials and monitor student activities
- Sitting or standing for extended periods of time

HAZARDS:

- Contact with dissatisfied, assaultive or abusive individuals.
- Exposure to blood borne pathogens and infectious diseases
- Extended viewing of computer monitor.
- Potential physical hazards involved in intervening in fights and other anti-social, and violent behaviors