

MORENO VALLEY UNIFIED SCHOOL DISTRICT
Human Resources Division

I. Position Title

Behavior Support Specialist

II. Position Description

Under the supervision of the Director of Student Services; provide collaborative and advisory services to teachers, counselors, parents, administrators, and other personnel related to general education students demonstrating behavioral needs **or those who are being unsuccessful in school**; ~~Services would include direct services to students,~~ **Provide** assistance with classroom management techniques, Student Success or Support Team (SST) development and training, 504 training, and ~~the ability to implement~~ facilitate implementation of intervention programs, i.e., Positive Behavior Support Strategies, Restorative Justice, and other alternatives to suspensions. Develop and have knowledge of community agencies, alternative educational programs, mentoring, and other behavioral support services.

III. Examples of Responsibilities

- Provide ~~consultant~~ **consultation** services, training, and intervention suggestions to teachers, parents, administrators, and other personnel who work with ~~student behavioral needs and~~ students who are not being successful in the school environment. **(E)**
- ~~Observe student behavior and student interactions in an educational setting.~~
- Assist in developing and providing support for the implementation of programs to address student in need of support services. **(E)**
- Provide trainings for **Student Study Teams (SST) teams**, as appropriate. **(E)**
- **Provide intervention strategies for conduct and oppositional defiant behaviors for students who may not be receiving special education services.**
- ~~Provide therapeutic services for high need students who may not be receiving special education services. (E)~~
- Maintain knowledge of current laws and regulations pertaining to discipline compliance in the area of student behavior. **(E)**
- Assist in the implementation of state and federal laws to maintain district compliance in the area of student behavior. **(E)**
- **Support the implementation of Positive Behavior Intervention Supports (PBIS), Restorative Justice, and other research-based programs.**
- **Develop interagency and community partnerships that will support the holistic needs of students and families.**
- ~~Develop and implement professional development to site staff and parents in areas related to behavior including, but not limited to: knowledge of local mental health agencies, community, and faith-based services; data collection, positive behavior intervention and support plans, SST's, 504's, restorative justice and other evidence-based programs. (E)~~
- ~~Promote awareness, communication, and public relations between parents, community partner organizations, and other public or non-public agencies, regarding behavior and other community support services. (E)~~
- Perform other related duties as assigned.

(E) – Essential

IV. Minimum Qualifications

Knowledge of:

- ~~Elementary and secondary curriculum and recent educational research relating to student behavior,~~ **Behaviors related to** conduct disorder, oppositional defiance, students with 504s, students with possible symptoms of ADHD/ADD, including evidence-based practices, ~~classroom accommodations and curriculum accommodations.~~
- Community support services including faith-based, mentoring, mental and physical health, and other resources that target student and families.
- Current laws and regulations pertaining to individuals with exceptional needs, including eligibility criteria and the identification, placement, and review process.
- **Ability to train in the area of Student Study Team effectiveness.**
- Positive behavior intervention(s) and expertise in the area of behavior support plans, behavioral intervention strategies, ~~SSTs,~~ and the referral process for students **needing IEPs that may need more formal evaluation for possible identification for Special Education or 504 Services.**
- District, county, state, and other alternative educational and job training programs and services for students.
- **Leadership and peer coach skills.**

Ability to:

- Develop and coordinate outreach service programs both in the community and the district.
- Negotiate and resolve conflicts and demonstrate strong interpersonal skills.
- Communicate collaboratively with parents, school staff, administrators, and students.
- Maintain high standards of professionalism.
- Organize and manage time effectively.
- Work both collaboratively and independent.
- **Develop a school culture of positive intervention strategies.**
- Demonstrate leadership and organizational skills.
- Manage multiple tasks.
- Work at multiple sites
- Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and thorough communication.

Education and Experience:

Minimum Qualifications:

- PPS Credential in School Counseling.
- Three (3) years of successful experience in an educational setting.
- Experience working with student behavioral issues: **PBIS, Restorative Justice, social/emotional learning, etc.**
- **Teaching credential preferred.**
- MFT, LPCC, **Board Certificated Behavior Analyst Certificate (BCBA)**, or other related ~~therapeutic~~ certification **desired.**

Other:

- Requires use of personal automobile, and the possession of a valid California Class Driver's License and proof of current and appropriate auto insurance coverage. If required to drive a District vehicle, must be insurable at standard market rates under the District's insurance policy while employed.

V. **Physical Demands and Working Conditions:**

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out the essential job functions listed above.

Physical Demands:

- ~~Ability to Sit, stand, and circulate for extended periods of time,~~ **look downward, reach up (frequently).**
- ~~Ability to~~ **Stand, walk,** bend, stoop, squat, kneel, push, pull, use foot controls (occasionally); climb stairs, and twist.
- ~~Ability to complete~~ Repetitive hand activities within close reach, such as files, keyboard, and handwriting (frequently).
- ~~Ability to~~ Lift/carry up to 25 pounds (occasionally).
- May lift/carry child up to 75 pounds (infrequently).
- **Extensive reading.**
- **Use seeing, hearing, and speaking continuously (including in person, phone, and public address).**
- Grasp and manipulate materials, equipment, and supplies (frequently).
- ~~Ability to see and read with or without vision aids (extensive reading); hear and understand speech at normal levels with or without aids.~~
- ~~Ability to communicate so others will clearly understand normal conversation and group presentations.~~
- ~~Ability to lift/carry/push/pull up to 25 lbs. on a regular basis and up to 40 lbs. occasionally.~~
- ~~Ability to reach in all directions.~~
- Ability to apply appropriate techniques (approved crisis intervention) to mitigate the threat of harming self or others, which may involve evading, blocking, and/or restraining.

Working Conditions:

- Indoor offices and classrooms.
- Driving to district sites, ~~non-public schools,~~ and county facilities.
- Exposure to seasonal temperature variations, dust and wind, traffic, use of office equipment and desk supplies.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of this job.

Board Approval: 05.26.15