

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: INTENSIVE BEHAVIOR INTERVENTIONS SUPERVISOR (Range S-37)

BASIC FUNCTION:

Under the direction of the SELPA Director, the Intensive Behavior Interventions Supervisor provides support to Special Education staff across the continuum of services. Responsibilities include consultation within educational programs regarding proactive behavioral supports, behavioral assessments, assisting instructional personnel in the development of comprehensive program plans, training of newly hired Intensive Behavior Interventions Assistants, and participation in the development of a coordinated positive behavior intervention program. The IBI Supervisor will assist in the development of individualized goals and participate in IEP meetings. The IBI Supervisor collaborates with District and school personnel to design and implement professional learning opportunities/trainings.

REPRESENTATIVE DUTIES:

Assess students in the area of behavior; prepare reports and behavior support plans; collect and coordinate behavioral data; facilitate team collaboration; and support development, training, and implementation of behavior support plans. *E*

Provide supervision regarding student performance, progress, and behavior for the purpose of assisting in evaluation of student progress and/or implementing student's IEP objectives. . *E*

Recommend program modifications based on ongoing data collection for the purpose of the supervision and instruction of students. *E*

Develop and provide training to, and coordinate the work of, staff implementing behavior intervention programs. *E*

Conduct Functional Behavioral Assessments (FBAs) and Special Circumstance Instructional Assistant (SCIA) assessments, write reports, and present to IEP teams. *E*

Recommend to teachers, support staff, parents, and other RUSD personnel appropriate strategies for positive behavior interventions for individuals and assist in resolving the unique behavior and/or disciplinary concerns of such students. *E*

Provide supervision, modeling, coaching, and shadowing to experienced IBI assistants for the purpose of providing resources and training in implementing Intensive Behavior Interventions programs. *E*

Facilitate and/or attend staff meetings, clinics, student progress meetings, and team meetings for the purpose of sharing information and/or improving skills and knowledge. *E*

Schedule and conduct group, individual, and follow up training for newly hired Intensive Behavior Interventions Assistants. *E*

Supervise the performance, schedule and assign the itinerant IBI assistants. *E*

Participate in Individualized Education Program (IEP) team meetings, act as a liaison and provide input and recommendations to the IEP team related to IBI services. *E*

Supervise and maintain files for each student and supervise the data collection to monitor student progress. *E*

Facilitate social skills training programs for the purpose of assisting students in training for peer interactions, participation in inclusive settings, personal hygiene, taking care of personal needs, and applying strategies for self-sufficiency. *E*

Conduct student progress meetings with IBI assistants, teachers, IEP team members, and parents. *E*

Collaborate with outside agencies and professionals to provide support.

Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Education codes, laws, rules, and regulations related to position

Basic math

Communication skills

Functional analysis assessment, functional behavior assessment and social skills training programs

Special needs and requirements of students with autism

Child guidance principles and practices related to children with special education and autistic needs

Applied Behavior Analysis methods

Record keeping and report preparation techniques

First aid and CPR procedures

ABILITY TO:

Ensure District compliance with education codes, laws, rules, and regulations

Analyze situations to define issues and draw conclusions

Participate in advanced training opportunities for the purpose of conveying and/or gathering information required to perform functions of the position

Communicate effectively, both orally and in writing, with the special needs and requirements of children, parents, and staff in one-to-one and group situations
Work independently, plan, and organize work
Demonstrate an understanding, patient, and receptive attitude toward students
Interpret written procedures, write routine documents and speak clearly
Provide one-on-one applied behavior analysis including discrete trial training to designated students in variety of settings
Observe and manage behavior of students according to approved procedures
Monitor and evaluate student progress
Prepare and maintain detailed case records and program notebooks
Maintain confidentiality of sensitive and privileged information
Prepare concise narrative reports
Supervise and train staff
Exercise good judgment
Use a computer and a variety of software
Establish and maintain cooperative and professional working relationships
Perform overtime as needed

EDUCATION AND EXPERIENCE:

A Master's Degree or Doctoral Degree in Applied Behavior Analysis, psychology, special education, or a related field and two years of special education experience working with students with autism in a classroom and/or home environment including demonstrated experience implementing Applied Behavior Analysis programs. Experience in a supervisory role is desirable.

LICENSES AND OTHER REQUIREMENTS:

Board Certified Behavior Analyst certificate
Valid California driver's license
Possess and maintain a valid First Aid certification and CPR certificate

WORKING CONDITIONS:

ENVIRONMENT

Classroom environment
Interruptions to work day and schedule
Excessive intermittent noise
Students may be physically or verbally aggressive
Driving a vehicle to conduct work