

MONTEREY COUNTY OFFICE OF EDUCATION  
**TEACHER, PROGRAM for BEHAVIOR SUPPORT TEAM**  
**SPECIAL EDUCATION**

CLASSIFICATION: CERTIFICATED

SALARY LEVEL: Level 1 – VIII

**DEFINITION**

Under direction, assists students with serious and maladaptive behavior problems to increase their ability to participate in and benefit from classroom instruction; participates on an itinerant behavior support team to offer behavior assistance and support for all special education teachers; assesses the learning environment and student performance within the learning environment; assists classroom teachers and other instructional staff in creating learning environments conducive to positive student behavior; assists in developing behavior plans and demonstrates for others how to implement these plans; models positive behavior shaping techniques and teaching strategies designed to effect positive changes in student behavior; develops, implements, monitors and adjusts data collection techniques and selects teaching methods and procedures based upon assessed behavior and learning needs of students; maintains confidentiality.

**SUPERVISOR**

Board Certified Behavior Analyst and Evaluated by the Director of Special education

**QUALIFICATION REQUIREMENTS**

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EXAMPLES OF DUTIES**

**ESSENTIAL DUTIES**

Observes students and completes functional behavior observation reports; evaluates a variety of learning environments as they relate to specific students' behavior and learning needs; collaborates with classroom instructional staff and other specialists serving individual students in developing behavior intervention plans; identifies appropriate visual prompts and schedules for use within the classroom; uses various prompting levels based on student needs and demonstrates appropriate steps for fading prompts for use by classroom instructional staff; conducts reinforcement surveys and designs reinforcement schedules for use by classroom instructional staff; identifies and demonstrates appropriate consequences in response to student behavior for implementation by classroom instructional staff; assists teachers in determining and prioritizing student behavior goals; collaborates with teachers to prepare written, illustrated daily activity schedules demonstrating during which activity specific goals may be focused upon; conducts regularly scheduled staffing meetings with classroom instructional staff to review student progress and monitor and adjust, as necessary, strategies, techniques, reinforcement schedules, being used on a daily basis; serves as *coach* to classroom instructional staff; participates in on-going training to increase behavioral knowledge base, improve collaboration skills and further develop skills for training target classroom staff; and complies with Monterey County Office of Education Board Policies and Administrative Regulations.

**OTHER DUTIES**

Performs other job-related tasks as required.

## **PHYSICAL AND MENTAL CHARACTERISTICS**

Physical, mental and emotional stamina to perform the duties and responsibilities of the position; manual dexterity sufficient to write, use telephone, business machines and classroom equipment; vision sufficient to read printed materials; hearing sufficient to conduct in person and telephone conversations; speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and addressing groups; physical agility to push/pull, squat, twist, turn, bend, stoop, to reach overhead, climb and move quickly or run after a child in an emergency situation; physical mobility sufficient to move about the work environment (office, district, school site-to-site) and respond to emergency situations; physical strength sufficient to lift 45 pounds alone and more with a two-person lift; physical stamina sufficient to sit, stand or walk for prolonged periods of time; mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

## **REQUIRED QUALIFICATIONS**

### Education and Experience

- Bachelor of Arts/Science degree from an accredited college or university
- California Teaching Credential authorizing service in special education programs for severely disabled
- Five years previous successful teaching experience in special education programs
- Three years previous successful experience teaching special education students with unique and challenging behavior problems
- Possess specialized techniques and skills in designing and implementing student behavior programs
- Possess strong organizational and planning skills
- Certification in Crisis Intervention Training, i.e. Handle With Care, PART, CPI Training

### Knowledge of

- Various classroom management techniques
- Various means of data collection to review efficacy of programs and student progress
- Child Development
- First Aid and CPR Certification

### Ability to

- Develop teams within groups of colleagues & work collaboratively & cooperatively with these teams
- Maintain composure during behavioral emergencies and serve as lead in problem solving
- Accept critical evaluation & feedback and use suggestions from supervisor
- Handle information in a discreet and confidential manner
- Communicate effectively in the English language both orally and in writing
- Possess California operator's license and automobile insurance
- Participate on itinerant teams

## **DESIRABLE QUALIFICATIONS**

- Masters Degree in Special Education, Psychology, or related field
- Ability to speak, read and write the Spanish language
- Teaching experience in general education programs