



Orange County Department of Education  
Human Resources Department  
Classified Class Specification

Class Code: 4056  
Date Adopted: October 3, 2018  
Date Revised: May 1, 2019

FLSA Status: Nonexempt  
Union Representation: Represented

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## Behavior Intervention Specialist

### GENERAL PURPOSE

Under general supervision, assists administrators and teachers in the development and implementation of classroom and individual behavior plans; works with new or continuing students who are demonstrating significant behaviors that impede learning of self and others; observes and monitors frequency of behaviors via data collection and one-on-one interventions within the classroom and/or community; works as part of a classroom team serving students with mild to moderate **or moderate to severe** learning, emotional, and/or behavioral disabilities; and performs related duties as assigned.

### DISTINGUISHING CHARACTERISTICS

Behavior Intervention Specialists utilize advanced knowledge of Applied Behavior Analysis, as well as other behavior approaches, to provide training to paraeducators and other school staff on intensive behavior intervention services and are responsible for following established guidelines and providing respectful, appropriate care, instruction, and supervision to one or more student/s ranging in age from ~~6~~ **3** to 22 years with mild to moderate **or moderate to severe** learning, emotional, mental, and/or behavioral disabilities. Incumbents assist in implementing students the Behavior Intervention Plans in order to foster productive learning and life skills and to provide students with a variety of positive learning and socialization experiences. Assignments may be on a long-term and/or as-needed basis to a designated classroom/s and/or to provide one-on-one care and assistance to a particular student. Typically, assignments focus on providing behavioral support and care for students with significant behavior issues.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.*

1. Deploys to multiple Administrative Areas where a new or continuing student is demonstrating significant behaviors that impede learning of self and others; works as part of the classroom team serving students with mild to moderate **or moderate to severe** learning, emotional, and or behavioral disabilities.
2. Applies behavior analysis principles and techniques for students exhibiting disruptive classroom behaviors; implements supportive interventions designed to complement the student's behavior plans or contracts.
3. Assists teachers, paraeducators, and other school site personnel in the implementation of behavior plans for students.

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## **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

4. Attentively observes and accurately documents and records student/s aggressive, assaultive, non-compliance, and self-abusive behavior, and behavior related to safety of self and others; reports student/s progress; maintains and records detailed, accurate data sheets, notes/logs, and other documentation to summarize student activities, progress and achievements.
5. Provides data and information to assist in the development and/or modification of behavior plans for special education and general education students.
6. Demonstrates and instructs paraeducators on ABA techniques.
7. Observes classroom structure for essential elements; assists and collaborates with classroom staff to increase instructional and behavioral elements in the classroom.
8. Consistent with assigned student/s behavior plans and under close supervision of applicable teachers/specialists, follows and implements plans and protocols to assist and support students; keeps students focused and on-task; works one-on-one or with small groups of assigned student/s in classroom, jobsite, on campus and/or community settings; works closely and consults with teachers, psychologists, program specialist, therapists, parents, and administrators in implementing plans and protocols.
9. Monitors assigned student/s behavior and provides behavior modification, within established guidelines and requirements in classroom and/or community settings, dependent on assignment; redirects and modifies problematic and disruptive behavior and models appropriate behavior; reinforces positive behavior; ensures student/s do not disrupt classroom/or community outing activities, including identifying, averting or de-escalating potentially difficult or stressful situations for student/s; implements student behavior management plans, as necessary; may provide short-term, one-on-one support and assistance to and supervision of a student with severe behavioral issues in a classroom or community setting.
10. Provides ongoing supervision of assigned student/s; provides discipline within the scope of OCDE policies and guidelines as needed.

## **OTHER DUTIES**

1. Attends a variety of meetings and training sessions as required.
2. Perform CPR and First Aid as required.

## **QUALIFICATIONS**

### **Knowledge of:**

1. Principles and practices of Applied Behavior Analysis.
2. Methods and practices of child growth and development, and developmental behavior characteristics pertaining to students with special learning needs and/or autism spectrum disorders diagnosis.
3. Behavior management techniques and strategies.
4. Methods and techniques of conflict resolution.
5. Procedures and practices of classroom, school grounds, and community safety.
6. Correct English usage, including spelling, grammar, punctuation, and pronunciation.

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**Knowledge of:**

7. Administrative practices and procedures, including record keeping and filing practices and procedures.
8. CPR and First Aid.

**Ability to:**

1. Identify behavior problems and their function within the learning environment.
2. Prepare and facilitate training for parents, staff, and school site staff.
3. Organize, set priorities, and exercise sound judgment within areas of responsibility.
4. Develop and maintain confidential student records and files.
5. Communicate clearly and effectively, both orally and in writing.
6. Understand and follow written and oral instructions.
7. Deal with sensitive and difficult situations.
8. Establish and maintain effective working relationships with OCDE management, administrators, faculty, staff, parents, students, and others encountered in the course of work.
9. Must demonstrate attendance sufficient to complete the duties of the position as required.

**Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills and abilities outlined above is a Bachelor's degree in applied behavior analysis, psychology, special education, child development, or a related field; and two years of experience working with student with various disabilities in an organized setting; or an equivalent combination of training and experience:

**Licenses; Certificates; Special Requirements:**

Board Certified Behavior Analyst (BCBA) preferred.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this job, employees are regularly required to sit, walk, and stand; talk or hear, both in person and by telephone; use hands repetitively to finger, handle, feel, or operate computers and standard office equipment; reach with hands and arms from the waist to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, and twist to open file cabinet drawers, and lift up to 25 pounds from ground, waist, and chest level. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators. Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision, and the ability to adjust focus.

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### **Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and/or with constant interruptions; and interact with District management, administrators, faculty, staff, parents, students, some of whom may engage in potentially dangerous and/or abusive behavior, and others encountered in the course of work.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Employees typically work in a classroom setting, and the noise level is moderately quiet.