



RIALTO UNIFIED SCHOOL DISTRICT

BEHAVIOR PROGRAM MANAGER Management Job Description

DEFINITION

Under the direction of the Executive Director, Special Education, organizes, coordinates, and supervises the implementation of behavioral programs for students. The Behavior Program Manager works with general education and special education students who are exhibiting behavioral and social/emotional problems that interfere with their participation in the educational setting and/or the implementation of the goals and objectives of their IEPs. Develops strategies that will address identified problem behaviors. Teach strategies that strengthen or increase appropriate behaviors.

ESSENTIAL DUTIES

- Directly oversees the development and implementation of appropriate programs for students with behavioral, emotional, and autism spectrum disorders.
- Direct observation of students exhibiting problem behavior.
- Conduct direct behavior analysis of students leading to and including, development of behavior goals, behavior contracts, behavior support plans, and functional analysis assessments.
- Review available data such as assessment reports prepared by other professionals and other student records.
- Collect data, analyze data, and write functional analysis assessments.
- Collaborate with school psychologists, teachers, administrators, instructional assistants, and counselors to collect and analyze behavioral observation data and assist in the development of behavior intervention plans. Work with school personnel to implement the behavior plans.
- Schedule and facilitate IEP meetings for students in behavior intervention programs, autism programs, and other programs.
- Assist in the writing of behavior IEP goals and objectives.
- Oversee and guide the use of applied behavior analysis instructional methods in moderate-severe programs.
- Participate in Non-Public School (NPS) IEP meetings as necessary.
- Develop and coordinates staff training and support for students with behavior issues.
- Develop and coordinates parent training and support to families of students with behavior issues.
- Establish significant annual goals, objectives, and indicators of attainment for students in behavior intervention and autism programs.
- Assist in development, implementation and support of School Wide Positive Behavior Support.
- Supervise behavior support staff and provide assistance as needed. May supervise and evaluate certificated staff.
- Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Behavior management and behavior analysis
- Understanding of the relationships between student behavior and methods of instruction
- Data collection and analysis and the ability to write behavior plans.

Ability to:

- Ability to communicate and interact effectively with students, teachers, parents, colleagues, and community leaders
- Utilize instructional technology tools and materials.

Experience and Education:

- Possession of a valid California Credential.
- Possession of a valid Administrative Credential preferred.
- Possession of a Master's Degree from an accredited university.
- Possession of a Board Certified Behavior Analyst (BCBA) certificate.
- Possession of the Pro-Act certificate or agreement to complete the necessary training within six (6) months.

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Experience and Education (Cont.):

- Five (5) years of successful certificated experience.
- Possession of an EL authorization or equivalent if applicable
- TB Skin Test as required by State law.
- Fingerprints on file as required by State law.

PHYSICAL DEMANDS

Physical class:

Moderate lifting - 40 pounds maximum with occasional lifting and/or carrying objects weighing up to 5 pounds.

Work area requirements:

Ability to use common school hand tools, computer, telephone and photocopy machine; Ability to transverse any part of a 10 acre campus which would include asphalt, sidewalks, grass on playgrounds, dirt, and bus areas; Spend up to 3 hours a week outside.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Stooping: Occasionally

Bending: Occasionally

Lifting: Occasionally

Reaching: Occasionally

Handling: Frequently

Grasping: Frequently

Carrying: Frequently

Standing: 0-30 minutes to 1 hour

Kneeling: Not required

Sitting: 0 or may sit 60 minutes a day

Crouching: Occasionally

Push/Pull: Occasionally

*Driving: Must have ability to get to in-service meetings Fingering: Occasionally

****Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

Frequent motion:

Twisting: Not required

Wrist flexion: Yes - Occasionally

Elbow flexion/extension: Yes - Frequently

Reaching to shoulder level: Yes - Occasionally

Forward shoulder/neck flexion: Yes - Occasionally

Reaching below shoulder level: Yes - Frequently

Sensory requirements:

Ability to see: Constantly

Ability to hear: Constantly

Ability to touch: Constantly

Ability to talk: Constantly

Ability to smell: Constantly

Must be able to deal with these environmental considerations:

Odor: Not required

Humidity: Yes, occasionally

Moisture: Not required

Floor may be slippery at times: Yes, when painting

Noise: Must be able to work around "productive noise"

Heat: Has own air conditioning/heating may break down

Working in close quarters with others: Yes, all day long

Fluorescent lights: Yes, all day long

Working inside: 95% of the day

Working outside: 5% of the day

This job requires:

Alertness: Yes

Attention to detail: Yes

Ability to work in temperatures down to 40 degrees and up to 110 degrees.

The use of two hands: Yes

Recall of names and dates: Yes

Ability to deal with psychological factors:

Team work: Yes
Frustration: Medium
Must keep up with schedule: High
Dealing with angry parents, students: Yes

Repetitive tasks: Yes
Level of responsibility: High
Able to work overtime as needed: High

Physiological factors:

Must maintain a high level of consciousness: Yes
Orientation to time, place, or person: Yes
Ability to read at 12th grade level: Yes

Ability to comprehend and follow directions: Yes
Able to keep up a high activity level during the shift: Yes