

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: BEHAVIORAL SUPPORT – SCHOOL PSYCHOLOGIST/THERAPIST

BASIC FUNCTION:

Under the direction of the Director-Special Education or designee, plans, organizes, coordinates, and monitors the Santa Clara County Office of Education's behavioral curriculum and instructional program to ensure that all services respond to the needs of students in relation to their behavior and social skills. The Behavioral Support–School Psychologist/Therapist will be assigned to areas of specialized expertise within Special Education classrooms.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Confers with Principal and Assistant Director-Special Education to complete duties as assigned.

Applies and enforces County policies, regulations, contract and rules; assists with the initial transition of new student in-takes/referrals from other county programs and districts; coordinates the development of initial student schedules, revising, updating and analyzing for ongoing appropriateness as needed; develops a re-entry plan for students transitioning into a more restrictive environment.

Attends IEP meetings and writes/updates reports as required; writes and updates Behavior Intervention Plans for students as required; conducts comprehensive Functional Behavioral Assessments (FBA) as requested; completes Medi-Cal billing for students; ensures that individual and classroom Positive Behavioral Intervention and Supports (PBIS) are in place; assists in the response team post-behavior incident reports, both serious and less serious.

Assists in the development, fidelity and implementation of Dynamic Schedules; assists in the creation of student matrixes for instruction and data; analyzes lesson data for progress reports and probes new lessons; assists with 15 hours of hands-on direct training of new teachers and paraeducators as per evidenced based practices in the area of autism.

Conducts clinical meetings with paraeducators as needed; responsible for initial and on-going paraeducators training as needed; conducts classroom observations and assist with, demonstrate how and directly collect student behavioral data.

Communicates and consults with Special Education teachers, paraeducators/OT/SLP, other support staff and parents; coaches others on how to use and communicate about behavioral data; provides direct services and coaches others on how to provide social skills training in structured and unstructured environments and contexts.

Meets with Special Education teachers, support staff, and paraeducators for consultation, specialized trainings and to provide feedback to principals and Assistant Director-Special Education.

OTHER DUTIES:

Performs related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Due process in terms of Special Education conflict resolution;
State and federal laws, court rulings, regulations and codes related to Special Education;
Local and state guidelines and requirements concerning Special Education;
Practices and procedures used in the development of instructional and training programs;
Oral and written communication skills;
Interpersonal skills using tact, patience and courtesy;
Principles and practices of administration, supervision and training;
Applicable laws, codes, regulations, policies and procedures;
Operation of a computer and assigned software;
Evidenced-based practices for behavior management and interventions;
Positive Environments,
Network of Trainers (PENT);
Applied Behavioral Analysis (ABA)
Evidenced Based Practices in the area of Autism and other areas of disability
Medi-Cal billing.

ABILITY TO:

Provide support and training for district if necessary;
Communicate effectively both orally and in writing;
Interpret, apply and explain rules, regulations, policies and procedures;
Establish and maintain cooperative and effective working relationships with others;
Operate a computer and assigned office equipment;
Analyze situations accurately and adopt an effective course of action;
Meet schedules and timelines;
Work independently with little direction;
Plan and organize work;
Prepare comprehensive narrative and statistical reports;
Direct the maintenance of a variety of reports, records and files related to assigned activities;
Make independent judgements, analyze difficult situations and make decisions;
Maintain cooperative working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE:

Master's degree in Psychology, Marriage Family Therapy, or related Behavioral Science required;
Minimum of three (3) years of experience working with students diagnosed with autism spectrum disorder or severe disabilities implementing behavioral-based programming or with an Emotionally Disturbed disability; knowledge of Applied Behavioral Analysis (ABA) and Evidenced Based Practices in the area of Autism and other areas of disability

LICENSES AND OTHER REQUIREMENTS:

Behavior Analysts Certification (BCBA) desired, but not required;
Valid California Pupil Personnel Credential as a school psychology endorsement or LMFT or LCSW;

Valid California driver’s license

WORKING CONDITIONS:

ENVIRONMENT:

Duties are performed in a specialized classroom environment.

PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations;

Dexterity of hands and fingers to operate a computer keyboard;

Seeing to read variety of materials

Approved: Anisha Munshi 4/3/19
Anisha Munshi, Ed.D. Date
Assistant Superintendent-Personnel Services

Authorized: Mary Ann Dewan 4/3/19
Mary Ann Dewan, Ph.D. Date
County Superintendent of Schools