Position Description

Position: Positive Behavior Intervention and Support (PBIS) Specialist
Board Approved: 5/1/18
Salary Grade: Core Certificated Salary Schedule 6
FLSA: Exempt

Summary

The Positive Behavioral Intervention and Support (PBIS) Specialist is responsible for supporting PBIS training and implementation. The PBIS Specialist will also provide facilitation, training and coaching to school sites as well as maintain appropriate related documentation records and reports. This position also provides ongoing assessments of school-wide PBIS implementation.

Essential Duties and Responsibilities

- Support sustainability and expansion of PBIS practices District-wide.
- Provide training and technical assistance to school teams to maintain and develop systems of school-wide Positive Behavioral Interventions and Supports.
- Provide professional development and training at all three tiers of PBIS to school-based teams and staff.
- Provide coaching and recommendations to school teams.
- Coordinate and monitor necessary data collection (SWIS, TFI, SET).
- Assist school teams in developing, implementing and evaluating action plans using a variety of data sources.
- Act as a liaison between school PBIS teams and the school District administration.
- Maintain ongoing contact with each building PBIS team.
- Attend building team PBIS meetings to assist with implementation as needed.
- Review school and District-wide data to inform and guide PBIS decision-making related to implementation outcomes.
- Serve as a resource and support to school teams in planning supports for students with behavior challenges.
- Develop and implement effective communication strategies and behavior support techniques in a multi-tiered system of support.
- Network with local community, state and federal agencies to identify additional resources and support for school staff, students and families.
- Analyze and prioritize District and departmental needs, projecting analyses for both short and long range planning.
- Accept and carry out responsibility for direction, control and planning.
- Organize, direct and evaluate the work of staff and outside consultants/contractors.
- Train and supervise assigned personnel.
- Clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the community, District staff, students and external relations.
- Perform other duties as assigned.
Qualifications

- **Knowledge and Skills**
  - Basic PBIS and tiered intervention data.
  - Behavior intervention methodology/techniques including positive behavioral interventions and supports.
  - Culture, life-style, educational and social needs of ethnic minority students and children of poverty.
  - Experience planning and conducting professional development/training.
  - Individual and classroom management techniques.
  - Interpersonal skills using tact, patience and courtesy.
  - Computer technology and software skills.
  - Demonstrate skills in listening, communicating and collaborating.
  - Strong knowledge in culturally responsive teaching.
  - Desire to work hard and passionately seek success for all students.

- ** Abilities**
  - Present complex information on education and behavior.
  - Implementation of behavior plans.
  - Develop others with effective coaching strategies.
  - Strong interpersonal skills with individuals, teams and groups (student, parent, educator, specialist, administrator and support staff).
  - Develop goals and objectives; establish and meet schedules and timelines; work with discretion and confidentiality.
  - Read, interpret and apply legal mandates, policies, rules, regulations and operational procedures pertaining to school and departmental operations.
  - Define projects and specifications; deal with a variety of projects simultaneously; prepare clear and concise management reports.
  - Understand and carry out oral and written directions.
  - Communicate effectively both orally and in writing in a clear and concise manner.
  - Apply policies and procedures related to the assigned duties and responsibilities of the position with good judgement in a variety of situations.

- **Physical Abilities**
  The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee must be able to:
  - Lift, carry, push and/or pull items with a strength factor of medium work.
  - Hear and speak to exchange information in person or on the telephone.
  - See to read a variety of materials.
  - Possess dexterity of hands and fingers to operate a computer keyboard.
  - Stand or walk.
  - Bend at the waist, kneel or crouch to file materials.
  - Sit or stand for extended periods of time.
  - Reach above shoulders to file materials.
  - Climb a stool/ladder.
- **Education and Experience**

  A minimum of five years teaching experience, behavior specialist or school psychologist required. Knowledge of behavior support systems. A strong background in effective implementation of professional development and data assessment. Experience in training school staff in positive behavior intervention systems highly recommended.

- **Licenses and Certificates**

  Possession of a valid California driver’s license and current proof of insurance are required. Valid California Multiple or Single Subjects Credential required. Advanced degree from an accredited college or university preferred.

- **Working Conditions**

  The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. This position will be an indoor office work environment and include visitations to the sites.

This job/class description describes the general nature of the work performed, representative duties as well as the typical qualifications needed for acceptable performance. It is not intended to be a complete list of all responsibilities, duties, work steps and skills required of the job.