

Ventura Unified School District

Certificated Human Resources

Job Description

Title:

Teacher on Special Assignment: Instruction Behavior and Inclusion (IBI) Team

Basic Functions:

Supervise the development and implementation of positive behavior supports and evidence based strategies that support the social-emotional and academic learning of students. Trains staff, students, and parents, in positive behavioral management techniques and instructional strategies which incorporate best practice in working with diverse cultural populations. Provide classroom teachers with direct and consultative services in Classroom and Instructional Accommodations and Modifications, best practices in Classroom Management and Individual Student Positive Behavior support plans (PBIP), Comprehensive Behavior Intervention Plans (CBIP) and Functional Behavior Analysis (FBA). Collaborate with BCBA to coordinate the Instructional Behavior and Inclusion Program (IBI) for students within a variety of settings: Early Intervention Center K-12 regular and special education classes, Education Service Center for staff development. Train and monitor IBI teams. Assist in the development of goals and objectives based on observation, assessment data and parent input. Ensure effective programming for students by observing, analyzing data and assisting classroom teachers with modifying curriculum and instructional strategies. Conduct student progress meetings with parents, Behavior Support Assistants, and IEP team members. Plan and present professional development workshops. Perform related duties as assigned.

Supervision:

Reports to the Executive or designee. May supervise paraeducators and/or other classified personnel. Works as a member of the Instruction, Behavior and Inclusion Team.

Job Qualifications:

A valid special education teaching or services authorization and Master's degree preferred in a related field. Ability to analyze behaviors, collaborate with adults and develop positive relationships with students. Possess skills in data collection, development of effective intervention plans, and implementation of positive behavior intervention and supports. Seven (7) years teaching experience in special education instructional environments across a range of grade levels preferred.

Knowledge of: Child growth and development; educational expectations based on the California Common Core Standards; theories of Applied Behavior Analysis; characteristics of Autism Spectrum and Related Disorders; current research methodologies, interventions and treatment; behavior management strategies and techniques relating to pupils who experience atypical responses to environmental stressors and a variety of methods of data collection and data analysis; knowledge of Non-Violent Crisis Prevention Intervention (NCPI); knowledge of IEP process and the range of LRE services;.

Ability to: Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs; to train and provide leadership to other staff members; appropriately manage student behavior and guide students toward more acceptable social

behaviors; utilize a variety of instructional materials and procedures to enhance a positive educational environment; perform routine clerical tasks and operate a variety of educational and office related machines and equipment; communicate effectively in an oral and written form; understand and carry out oral and written directions; appreciate human diversity; establish and maintain cooperative working relationships with children and adults; comply with the District's customer service standards, as outlined in Board Policy.

Representative Duties:

1. Establish behavior programs for individual students schedule support, supervise initial implementation, and monitor long term outcomes
2. Supervise the assignment and scheduling of behavior assistants to meet district needs
3. Guide behavior personnel with best practices in the presentation of learning materials and in the conduct instructional exercises
4. Train staff, students and parents in positive behavioral management techniques which incorporates best practice engagement strategies in working with diverse cultural populations
5. Analyze data and recommend accommodations and modifications of curriculum and instruction strategies to IEP teams
6. Plan and conduct Student Progress Meetings with data and information from tutors/parents.
7. Act as a liaison between IEP team and IBI staff
8. Coordinate with IEP teams to assist with the development of PBIPs, CBIPS, goals and objectives based on observation, assessment data and parent input for students with Autism, Emotional and Conduct Disorders, other elevated behavioral challenges, and high-profile litigious cases.
9. Inform IBI staff about current trends research, and best practices in behavior strategies, including pharmaceutical effects on student behavior for students with Autism Spectrum and Related Disorders and Emotional and Conduct Disorders.
10. Provide parents with information and strategies for skill generalization into the home and community, regarding the nature of Behavior and Autism and Related Disorders, and Emotional and Conduct Disorders for students from pre-school through 12th grade.
11. Present an ongoing series of trainings regarding Positive Behavior Supports, Autism Spectrum and Related Disorders, and Emotional and Conduct Disorders, data collection, emotional regulations, and other related topics including instructional strategies and classroom management on a district-wide basis.
12. Conduct behavioral assessments for students in the general or special education settings and collaborate with site teams to develop related parts of the IEP, including but not limited to: Special Circumstances Educational Support assessments, Functional Behavior Assessments (FBAs), PBIP, and CBIP.

13. Present social/emotional learning lessons to small groups, whole class, staff, teacher liaisons, SAI teachers, speech/language pathologist, psychologists, principals and at general staff meeting.
14. Provide site training and ongoing support for implementation of universal strategies, implementation of IEP accommodations, specific behavior support and social skills training related to MTSS intervention, inclusion and special populations.
15. Coordinate evaluations and fade plans for extra adult support (temporary or permanent supports) with site teams. Assist IEP teams in initial placement decisions for students with Autism Spectrum and Related Disorders, Emotional and Conduct Disorders, and other behavioral challenges; recommendations of additional supports for struggling students; IEP fidelity checks; and ongoing monitoring and exploring all available resources prior to considering change of placement to more restrictive settings.
16. Assist IEP teams in initial placement decisions for students with Autism Spectrum and Related Disorders, Emotional and Conduct Disorders, and other behavioral challenges; recommendations of additional supports for struggling students; IEP fidelity checks; and ongoing monitoring, and exploring all available resources prior to considering change of placement to more restrictive settings.

The VUSD Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and employment shall be free from discrimination based on sex, race, color, religion, national origin, ancestry, ethnic group, sexual orientation, marital or parental status, physical or mental disability, section 504 disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities (BP 0410)