ONTARIO MONTCLAIR SCHOOL DISTRICT
Ontario, CA

Special Day Class Teacher: Behavior Intervention Program

DEFINITION

Under the direction of site principal, program coordinator, and PPS director, teach and instruct emotionally and/or behaviorally disordered pupils in academic, social, behavioral, and other educational skill areas; plan, develop, organize, and conduct a comprehensive individualized educational and remedial program for emotionally and/or behaviorally handicapped pupils; assist emotionally and or behaviorally disturbed pupils in making an appropriate adjustment to a mainstream educational setting, requiring an increased level of independence and the ability to interact positively with teachers and peers; and to do other related functions as required.

DISTINGUISHING CHARACTERISTICS

The incumbent in this position classification must have subject matter expertise commonly associated with teaching and instruction of emotional and/or behaviorally disordered pupils. Directly related teaching experience with students with special needs is required, in order to perform specialized instruction of handicapped pupils and problem analysis using prescribed principles, methods and concepts. The person in this position makes decisions of considerable consequence, in determining how best to instruct pupils who experience emotional and/or behavioral dysfunction. The functional role of this position classification requires the application and interpretation of data, facts, procedures, and policies pertaining to emotionally and/or behaviorally disordered pupils. The incumbent meets frequently with school administrators, teachers, and other staff and parents to communicate information, data, and alternative problem solutions.

EXAMPLE OF DUTIES

•Teaches and instructs emotionally and/or behaviorally disordered pupils in subject matter areas such as reading, language arts, social studies, mathematics, science, health, art, physical education, and music
•Adapts an adopted course of study, program instruction guidelines, and instructional materials in meeting the educational needs of students with disabilities
•Utilizes a variety of methodology in teaching and instructing pupils, including remedial instruction, demonstration, and activity participation
•Assists students in the development of social skills and behavior management skills
•Reviews, analyzes, and evaluates the history, background, and assessment of pupils in designing an educational program to meet the individual educational needs
•Individualizes instructional processes and adapts program activities to enhance pupil educational opportunities
•Provides individual and group instruction in order to properly motivate pupils, and to effectively utilize the time available for instruction
•Establishes and maintains standards of student behavior utilizing behavior management strategies and techniques, including behavior modification, reinforcement, and other positive behavior shaping processes
•Reviews, analyzes, and evaluates pupil academic and social growth
•Prepares, administers, scores, and records the result of criterion referenced, group standardized and specialized tests in evaluating pupil growth and progress
• Counsels, confers, and communicates with parents, school and District personnel regarding pupil progress, and in the interpretation of the educational program
• Works cooperatively with the IEP team in assessing pupil needs and learning deficiencies, and develops alternative solutions to accommodate pupil learning and behavior management problems
• Plans, creates, and maintains an effective learning environment through the utilization of functional and aesthetically conceived displays, exhibits, bulletin boards, interest, learning and activity centers
• Selects and requisitions appropriate educational supplies, materials, books, equipment, and learning aids
• Establishes and maintains a suitable room environment through the proper control of heating, lighting, and ventilation
• Performs a variety of non-instructional duties, including curriculum and instructional development activities, student supervision, and advisory and consultation activities.

QUALIFICATIONS

Knowledge of:

• Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of emotionally and/or behaviorally disordered pupils
• Child growth and development and behavior characteristics of children experiencing educational, social, and emotional dysfunctions
• Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to the emotionally and/or behaviorally disordered child
• Behavioral management and behavior shaping strategies, techniques and methods, and conflict resolution procedures

Ability to:

• Plan, organize, develop, and conduct a comprehensive teaching, instruction, and behavior management program for emotionally and/or behaviorally disordered pupils
• Provide effective learning experiences for pupils from a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels
• Effectively assist in the assessment of the educational needs of students with disabilities, and in the design, development, and implementation of individual education plans
• Design, develop, and implement individual education and behavior management plans
• Provide an attractive, inviting, and stimulating learning environment
• Perform research and development activities pertaining to curriculum and instruction programs, pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences
EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:
• Successful completion of student teaching at a recognized college or university or three years of full time classroom teaching experience in a special education setting.

Education:
• Possession of an earned Baccalaureate or higher degree from an accredited college or university with emphasis in special education of the emotionally disturbed or related area.

Certification Requirement:
Possession of a special education credential authorizing service as a teacher of emotionally disturbed pupils. CPI (Non-Violent Crisis Intervention Program) certification (or obtain certification within 3 months of employment).

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS:

This is a position classification that performs light work, but does require walking and standing for extended periods. This position requires the ability to move quickly to respond to pupils’ severe physical and behavioral problems. The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational learning aids, instructional materials and objects, and providing oral information and instructional detail.