

---

# PERSONNEL COMMISSION

---

LONG BEACH  
UNIFIED SCHOOL DISTRICT  
*Excellence & Equity*

**Class Code: 5212**  
**Salary Range: 38 (S1)**

## **BEHAVIOR INTERVENTION SUPERVISOR**

### **JOB SUMMARY**

Under general direction, plan, design, monitor and participate in implementing Applied Behavior Analysis (ABA), Positive Behavior Intervention and Support (PBIS) strategies, and other evidence-based behavior intervention strategies programs and service delivery options to meet the needs of students diagnosed with behavior or social skills deficits; train and supervise the performance of assigned staff; perform related duties as assigned.

### **EXAMPLES OF DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Plan, design, monitor and participate in implementing Applied Behavior Analysis (ABA) and/or Positive Behavior Interventions and Support (PBIS) strategies as well as other evidence-based behavior intervention strategies programs and service delivery options to meet the needs of students diagnosed with behavior or social skills deficits at one or more assigned school sites; assure compliance with applicable laws, codes, rules and regulations. **E**
- Train and supervise the performance of assigned staff; recommend transfers, reassignment, termination and disciplinary actions; plan and conduct in-service trainings; schedule daily behavior staff coverage. **E**
- Monitor student progress towards goals; review data sheets and student case records; develop and implement appropriate behavior and social skills goals, accommodations and training. **E**
- Plan, organize and implement long and short-term goals and activities to develop behavior programs and services; consult with administrators, teachers, parents and other staff concerning the needs of students with behavior or social skills deficits. **E**
- Develop and implement transition programs to move students from in-home and Non-Public Agency (NPA) programs to school-based services; monitor, evaluate effectiveness of, and approve continuation of NPA services. **E**
- Confer with the Harbor Regional Center and other outside agencies to coordinate and provide appropriate transition processing for students with behavior issues into the District. **E**
- Collaborate with assessment teams in conducting on site behavior evaluations as components of multidisciplinary assessments of students; collect data and conduct Functional Behavior Assessments (FBA) to determine behavior services needed for individual students. **E**

- Participate in Individual Education Program (IEP) team meetings for students requiring behavior services; provide input and recommendations to the IEP team related to behavior services; track IEP goals and monitor the IEP process to assure delivery of behavior services in accordance with applicable laws, codes, rules and regulations. ***E***
- Prepare and direct the preparation of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; maintain confidentiality of sensitive and privileged information. ***E***
- Implement procedures, coordinate reviews and monitor reporting forms and reports to assure compliance with applicable laws, codes, rules and regulations; enter student data and progress reports into assigned student information system. ***E***
- Serve as a resource and provide consultation related to behavior services as requested to District staff, teachers and parents; drive a vehicle to conduct, classroom and community visits as necessary. ***E***
- Confer with classroom teachers to coordinate appropriate teaching materials and classroom environments for students diagnosed with behavior or social skills deficits. ***E***
- Provide technical expertise, information and assistance to management and District staff regarding assigned functions; assist in the formulation and development of policies, procedures and programs; advise management of unusual trends or problems and recommend appropriate corrective action. ***E***
- Operate a variety of office equipment including a computer and assigned software. ***E***
- Attend a variety of meetings, workshops and conferences related to assigned activities; prepare and deliver oral presentations and trainings related to behavior services as requested. ***E***
- Provide direct services and implement ABA and PBIS programs in classrooms with students as necessary to assure adequate coverage and delivery of behavior services.
- Perform related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized "E" which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

### **DISTINGUISHING CHARACTERISTICS**

Behavior Intervention Supervisors plan, design, monitor and participate in implementing Applied Behavior Analysis (ABA) and Positive Behavior Intervention and Support (PBIS) programs and service delivery options to meet the needs of students diagnosed with behavior or social skills deficits at one or more assigned school sites. Incumbents in this classification directly supervise staff involved in implementing behavior services and programs. Incumbents coordinate behavior services efforts and activities with teachers, outside agencies and other District staff.

**EMPLOYMENT STANDARDS**

**Knowledge of:**

Designing, monitoring, revising and implementing behavior treatments and goals.  
Principles of learning and behavior.  
Skill-acquisition and behavior-reduction programs.  
Applied Behavior Analysis methods, principles and practices.  
Positive Behavior Intervention and Support strategies.  
Conducting assessments related to the need for behavior intervention.  
Special needs and requirements of students with behavior and social skills deficits.  
Child guidance principles and practices related to children with special education and autistic needs.  
Principles and practices of supervision and training.  
Record-keeping and report preparation techniques.  
Applicable laws, codes, rules and regulations.  
Interpersonal skills using tact, patience and courtesy.  
Oral and written communication skills.  
Operation of a computer and assigned software.

**Ability to:**

Plan, design, monitor and implement programs and service delivery options to meet the needs of students diagnosed with behavior and social skills deficits.  
Provide leadership and direction to behavior intervention programs and services.  
Develop and implement Applied Behavior Analysis (ABA) and Positive Behavior Intervention and Support (PBIS) programs.  
Conduct assessments related to the need for behavior intervention for students.  
Train and supervise the performance of assigned staff.  
Evaluate the effects of behavior service delivery.  
Interpret, apply, explain and maintain current knowledge of applicable laws, codes, rules and regulations related to assigned activities.  
Operate a variety of office equipment including a computer and assigned software.  
Establish and maintain effective working relationships with others.  
Maintain confidentiality of sensitive and privileged information.  
Work collaboratively as an educational team member.  
Communicate effectively both orally and in writing.  
Understand and work within scope of authority.  
Plan and organize work.  
Work independently with little direction.  
Prepare comprehensive narrative and statistical reports.

**Education and Training:**

Board Certified Behavior Analyst (BCBA) certification issued by the Behavior Analyst Certification Board. Experience serving in a lead or supervisory capacity is desirable.

OR

A master's degree in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or a related field and two years of experience designing, implementing and monitoring skill-acquisition and behavior-reduction programs. Experience serving in a lead or supervisory capacity is desirable.

**SPECIAL REQUIREMENTS**

Positions in this classification require the use of a personal automobile and possession of a valid California Class C Driver's license.

**WORKING ENVIRONMENT**

Office environment, classrooms and various community sites.  
Driving a vehicle to conduct work.

**PHYSICAL DEMANDS**

Hearing and speaking to exchange information.  
Dexterity of hands and fingers to operate a computer keyboard.  
Bending at the waist, kneeling or crouching to assist students.  
Sitting for extended periods of time.  
Seeing to read a variety of materials.

*AMERICANS WITH DISABILITIES ACT*

Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

**APPOINTMENT**

In accordance with Education Code Section 45301, an employee appointed to this class must serve a probationary period of six (6) months during which time an employee must demonstrate at least an overall satisfactory performance. Failure to do so shall result in the employee's termination.

PCA: 6/23/2016  
Revised: 5/24/2018  
Revised: 6/13/2024