

BOISE SCHOOL DISTRICT
CLASS SPECIFICATION
Intensive Behavioral Treatment Professional

Purpose of Class

Provide and coordinate direct behavior intervention services to children with disabilities using Applied Behavioral Analysis to teach children positive functional skills that will assist them in their school environment and generalizing to the home and community settings; performs related work as required.

Primary Function

The primary function of an employee in this class is to direct behavior of students with significant disabilities requiring Applied Behavioral Analysis. Student needs vary significantly, ranging from severe behavioral issues to students with developmental needs, including self-help and impaired social and cognitive functioning. The Intensive Behavioral Treatment Professional position may be found at the preschool, elementary and/or secondary school levels. An IBI Professional may serve as a rover between schools or may be assigned to a specific building as determined by the special education supervisor. The work is performed under the supervision of a supervising teacher, special education teacher, principal and/or school psychologist. The IBI Professional is evaluated by the principal and special education supervisor.

Essential Duties and Responsibilities (will vary by position)

- Provide direct behavior intervention services to students with disabilities using Applied Behavior Analysis to teach functional skills to preschool, elementary and secondary school students with behavioral issues, emotional needs;
- Provide systematically collected data on student performance and behavior to supervising teacher;
- Implement behavior plan for individual students;
- Assist teachers in implementing IEP or other educational plans;
- Develop and assist IEP team in conducting a functional behavior assessments;
- Provide appropriate behavior intervention for prevention and management of student behavior problems;
- Provide academic support to teachers and students which may include attending classes, taking notes on assignments, completing schoolwork, studying for exams and completing tests;
- Interact regularly with teachers to clarify assignments, discuss student issues, and maintain dialogue about student's progress;
- Provide feedback to supervising teacher concerning student performance and behavior;
- Carry out interventions designed by the school IEP team;
- Collect and report student data using appropriate district software, forms and data collection methods to track student programs and plans;
- Assist students in all school settings, including school grounds, lunchroom, hallway, parking lot and any other area that requires monitoring;
- Maintain student and District confidentiality;
- Understand and interpret the criteria for a student to qualify for IBI services (i.e. SIB-R);
- Process data for Medicaid Billing;
- Perform all work duties and activities in accordance with District policies, procedures and safety practices.

Other Duties and Responsibilities

- May assist students with personal needs including toileting, feeding, transferring or assistance with special needs equipment or apparatus;
- Perform other related duties as required.

Classification Requirements:

Knowledge of:

- Classroom or other instructional experience in child development and behavioral modification techniques;
- School and District rules, codes, standards, and expected student behaviors;
- Experience in the development and implementation of positive behavior intervention programs and plans; including behavior management and modification, testing and grading, tutoring, and student-teacher relations and interactions;
- Special education methods and procedures for dealing with students with moderate to severe physical, emotional, and/or learning disabilities;
- Operation of classroom instructional equipment.

Ability to:

- Gain the 12 hours of required training per calendar year of additional training (6 hours in behavioral methodology) to remain certified.
- Follow written and oral instructions and observe District policies and procedures;
- Demonstrate patience in working with students of varying abilities and disabilities;
- Prepare, maintain, and present required reports, records, and documentation;
- Work effectively with students of varied backgrounds and abilities;
- Maintain a calm personal demeanor and remain focused in situations of high stress;
- Maintain student and District confidentiality;
- Operate classroom and standard office equipment, including a personal computer using programs appropriate to assigned duties;
- Establish and maintain effective working relationships with students, teachers and staff members, and other District personnel;
- Communicate effectively, both orally and in writing;
- Must obtain a valid First Aid and CPR certification.

Acceptable Experience and Training

- Must hold a degree in Health, Human Services, Education, Behavior Science or the Counseling field from a nationally accredited university or college; unofficial transcripts required to reflect successful completion of Bachelor's degree (IBI Professional); and
- Current Intensive Behavior Intervention certificate.
- Experience in the implementation of Applied Behavioral Analysis;
- Experience and training which provides the demonstrated knowledge and abilities necessary to perform as an effective and competent IBI Professional.

Essential Physical Abilities

- Clarity of speech and hearing, with or other communication capabilities, with or without reasonable accommodation, which permits the employee to engage in verbal instructions, communicate

effectively in person, and to hear sounds within the normal range of conversation as well as in written communication.

- Visual acuity, with or without reasonable accommodation, which permits the employee to monitor classroom activities, work with students and comprehend written work instructions and comprehend, review, and prepare a variety of written and text documents and materials;
- Manual dexterity, with or without reasonable accommodation, which permits the employee to operate classroom instruction equipment and office equipment, including a personal computer;
- Personal mobility, agility, strength, and reflexes, with or without reasonable accommodation, which permits the employee to stand or sit for long periods of time, physically restrain a student, perform therapeutic holds to keep him/her from harming self or others when necessary, and work effectively in a school environment.
- Occasional job tasks may require, with or without reasonable accommodation, climbing, stooping, kneeling, crouching, reaching, pushing, pulling, holding and lifting up to 35 lbs.