

# ••• **A.E.R.O. SPECIAL EDUCATION COOPERATIVE** •••

7600 S. Mason Avenue • Burbank, IL 60459

(708) 496-3330

**JOB DESCRIPTION:**     *Behavior Intervention Specialist*

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**QUALIFICATIONS:**

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- Hold a registered, valid Illinois LBS I / Professional Educator License.
- BCBA or LBS II - Behavior Intervention Specialist preferred .
- Extensive experience working with students with autism, intellectual disabilities, social emotional disabilities, and other related disabilities that require a highly structured classroom environment with an emphasis on behavior management, language enrichment and intensive sensory supports.
- Demonstrated skill in providing effective consultation to classroom personnel.

**REPORTS TO:**

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- A.E.R.O. Assistant Director/Designee

***The essential functions of this position include, but are not limited to, the responsibilities and functions specified herein.***

**GENERAL RESPONSIBILITIES:**

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1. Assume responsibility for continued professional growth, to achieve and maintain high standards of professional competence.
2. Assume other duties and responsibilities as assigned by A.E.R.O. Assistant Director / designee.
3. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, and other federal and state laws.
4. Communicate using current disability-related terminology and Illinois School Code mandated terms and definitions.
5. Assume appropriate roles as consultant and educator.
6. Demonstrate knowledge of specific students' medical needs.
7. Maintain strict confidentiality regarding all matters pertaining to students and personnel.

8. Demonstrate effective organizational skills, time management, and flexibility in order to meet staff and students' needs.
9. Regular and prompt work attendance.
10. Obtain Illinois School Bus Driver permit when requested by program supervisor / principal for purposes of transporting students to community based activities.

### ***PERFORMANCE RESPONSIBILITIES:***

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1. Provide on-going consultation, support and training to classroom staff and related service staff in A.E.R.O. programs. This consultation will be provided in the classroom setting on issues which include:
  - A. Structuring the environment
  - B. Planning the daily schedule and activities
  - C. Developing or adapting materials
  - D. Implementing academic and functional skills
  - E. Provide effective teaching and classroom management strategies
  - F. Planning for inclusion experiences as appropriate
  - G. Assist with implementation of structured tasks/programming for play, leisure, social skill Development and language development
  - H. Developing social skills groups, sensory groups and fine motor groups as needed
  - I. Assisting with communication skill development
  - J. Assisting with fine motor and sensory needs
  - K. Picture exchange strategies, ABA, VBI and structured teaching methodologies
  - L. Data collection analysis
2. Provide on-going behavioral consultation to A.E.R.O. member Districts as needed on a limited basis.
3. Develop and implement in-service training on autism for A.E.R.O. and District personnel.
4. Assist in the Assessment and IEP process, in a consultant role to staff, (including goal writing, functional analysis of behaviors, and development of behavior intervention plans)
5. Knowledge in use and interpretation of behavioral assessment tools, (i.e. VB Mapp, ABLLS, T-TAP)
6. Assist staff and parents in identifying and utilizing outside services as needed.
7. Establish and maintain regular communication with program supervisors.
8. Assist with identification of the function of behavior, analysis of behavior, and developing proactive / reactive strategies and teaching appropriate replacement behaviors.
9. Establish and maintain student behavior by utilizing behavior management strategies with consideration of individual program emphasis and student needs.

### ***TEAM MEMBER:***

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1. Collaborate with team members on classroom and individual student needs including but not limited to: data collection, curriculum implementation, social skills development, communication and language development, behavior and sensory strategies, while performing ongoing integrity checks.
2. Establish and maintain regular communication/planning with all school personnel involved with each child. Work directly with all related service personnel as part of an integrated educational team.
3. Participate in meetings when appropriate including but not limited to multidisciplinary conferences and annual reviews as a member of a special education team.
4. Coordinate efforts with special education and regular education staff to implement mainstreaming activities as appropriate for students.
5. Assist A.E.R.O./District personnel when transitioning students from one program to another.

## **STANDARDS AND COMPETENCIES:**

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1. Demonstrate competencies with respect to the identification and placement of students with disabilities including, but not limited to:
  - A. Knowledge of the components of a comprehensive case study evaluation.
  - B. Knowledge of procedures used in the assessment of the learning environment.
  - C. Knowledge of parents' rights, including the right to an independent evaluation and the use of that evaluation by the multidisciplinary team.
  - D. Knowledge of eligibility criteria for specific disabilities.
  - E. Knowledge of state and federal requirements regarding least restrictive environment.
  - F. Knowledge of general and special education procedures for students ages birth through 22.
2. Demonstrate a working knowledge of federal and state statutes affecting the education of students with disabilities including The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, the Illinois School Code, 23 Illinois Administrative Code, and other landmark legislation and litigation.
3. Demonstrate a working knowledge of special education regulations including confidentiality requirements under the Illinois School Student Records Act and the Family Educational Rights and Privacy Act, and complaint resolution procedures.
4. Exhibit competency in school finance procedures, understanding special education funding, and developing and managing a special education budget.
5. Demonstrate an understanding of and be able to develop program evaluation models and evaluation work plans.
6. Communicate effectively with the public (including students, parents, district and joint agreement employees, community groups, and civic organizations) through press releases, newsletters, and speeches.
7. Demonstrate skills in active listening, consensus building and conflict resolution.
8. Demonstrate the ability to engage in short and long-range planning, set priorities, and manages time effectively.
9. Demonstrate knowledge of and the ability to use office technology, instructional technology, and assistive technology for students with disabilities.