

JOB TITLE: Behavior Specialist (K-12)
REPORTS TO: Executive Director Special Services

DEPARTMENT: Student Services
FLSA STATUS: Exempt

SALARY SCHEDULE: Certified Teacher

POSITION SCHEDULE: In accordance with the District Calendar

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws.

Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

POSITION SUMMARY

Assess and develop behavior interventions for students experiencing emotional or social behaviors hindering their learning process. Serve as an effective liaison for teachers, administrators and students for the purpose of improving the overall learning experience for children. Focusing on prevention as well as correction.

ESSENTIAL DUTIES

- Ability to provide coaching, skills training and other supports to staff that work with designated students who have, or are at risk for developing significant problem behavior(s) that impair their ability to effectively participate and benefit from their education.
- Knowledge of behavior instruments, applied behavior analysis, federal, state, and local policies regarding confidentiality and special education.
- Assess student functional behavior capabilities within the classroom for the purpose of designing behavior interventions.
- Conduct Functional Behavior Assessments and present data to staff, administrators and parents.
- Develop Behavior Intervention Plans.
- Demonstrates strong foundation in applied behavior analysis.
- Work with assessments and recommendations provided by District Psychological Examiners and Process Coordinators.
- Designs and interprets functional behavior analysis and multi-faceted behavior interventions. Uses data to make informed decisions.
- Facilitates communication with teachers and /or other personnel for the purpose of developing and implementing behavior plans and interventions, solving problems and/or resolving conflicts.
- Intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Possesses excellent interpersonal skills, effective oral and written communication skills, the ability to handle emotionally charged situations and a basic understanding of educational curriculum and instructional methods.
- Prepares documentation (e.g. evaluations, observations, progress reports, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.
- Presents information on various topics related to area of professional expertise in behavior management for the purpose of communicating information to teachers, parents, students, etc.
- Researches resources and methods (i.e. intervention and treatment techniques, behavior assessment tools and methods, etc.) for the purpose of determining appropriate behavioral approaches for students' specific needs.
- Understands the behavior characteristics typically associated with various school age conditions (e.g. Autism, Behavior Disorders, Intellectual Disabilities, etc.).
- Possess a personal interest in helping youth succeed.
- Maintain close communication with District Staff and Administrators.
- Inform administrators and teachers of educational needs and problems of students.
- Work closely with the student, principal, and teacher concerning the personal adjustment of the child and problem resolution.

- Provide crisis intervention which is geared primarily toward protecting the safety and emotional wellbeing of children.
- Maintain case files and reports to track student problems and progress and to recognize patterns in behavior.
- Actively participate in building level Care team process to identify supports for students when addressing behavioral concerns.
- Advise staff on data analysis techniques including obtaining baselines, recording and collecting data, graphing and evaluation data.
- Provide consultation to staff regarding situational appropriate behavior management plans and practices.
- Conduct student observations in order to evaluate students' strengths and weaknesses.
- Ability to work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with such students.
- Utilize consulting skills to assure implementation and maintenance of intervention plans.
- Provide training, assistance and guidance to school staff in behavior intervention procedures.
- Knowledge of crisis intervention strategies, ability to apply a gradually progressive system of verbal and non-verbal strategies to effectively deescalate potentially dangerous situations.
- Strategies for the development and implementation of positive behavior intervention plans and current accepted best practices included in the full continuum of placement options for students with behavior challenges.
- Processes involved with Individualized Education Program (IEP) for special education students.
- Provided educational resources, training, technical assistance to site administrators, special education teachers, and support staff in the design, implementation, and evaluation of behavior management systems designed to meet the needs of students with behavioral challenges, in accordance with all directives, standards, procedures, policies, laws, rules, regulations, codes and guidelines.
- Collect data via direct student observation and consultation with classroom teachers regarding student behavior. Identify and implement appropriate interventions for students in need of additional assistance.
- Maintain strict student confidentiality.

MARGINAL DUTIES

- Ability to establish positive, flexible, and cooperative relationships with administrators, teachers, students and parents.
- Ability to make independent decisions according to established policies and procedures.
- Ability to understand and carry out oral and written instructions.
- Provides classroom and building support
- Exercises sound judgment on sensitive issues.
- Ability to maintain effective and cooperative relationships with students, staff, and families.
- Ability to organize, work with details and follow through.
- Ability to communicate clearly in verbal and written formats.
- Perform other duties and special job tasks as may be assigned by the Director of Special Services.

EVALUATION AND JOB PERFORMANCE

- Certified Teacher evaluation

SUPERVISORY RESPONSIBILITIES

- None

QUALIFICATION REQUIREMENTS

- Bachelor's Degree (Master's Preferred) in applied behavior sciences, psychology or Special Education.
- Experience working in a school or treatment facility primarily working with students experiencing emotional, social or physical behavior hindering their learning process, preferred.
- Board Certified Behavior Analyst Credential preferred.
- Practicum experience or on-the-job experience in providing behavior intervention and strategies within a school setting.

- Demonstrate effective human relation skills and understanding of principles of youth development.
- Ability to interact effectively with teacher and administrators in solving student problems, and in helping to resolve school related problems.

PHYSICAL DEMANDS

- The employee may frequently lift and/or move up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, precise hand-eye coordination and the ability to identify and distinguish colors. While performing the duties of this job, the employee is regularly required to sit; use repetitive wrist, hand and/or finger movement; reach with hands and arms and talk or hear. The employee is frequently required to stand and walk. The employee is occasionally required to stoop, kneel, crouch, or crawl.

MENTAL DEMANDS

- Ability to maintain confidentiality; communicate clearly both orally and in writing

ENVIRONMENTAL CONDITIONS

- Exposed to moderate noise levels.
- This individual may be exposed to potentially hazardous bodily fluids.

Signatures:

Human Resources

Date: _____

Director/Manager/Administrator

Date: _____

Employee

Date: _____