



SPED Behavior Specialist

Purpose Statement

The job of SPED Behavior Specialist is done for the purpose/s of providing direct services, consultation, and assistance to school teams, school psychologists, and the District Behavior Support Team in the use of positive behavior supports. The specialist will participate in the following: conducting, developing, and implementing functional behavior assessments and behavior intervention plans; provide direct behavior interventions to students in various settings; work directly with students and staff in cluster behavior units; develop and deliver staff trainings on behavior management.

This job reports to Director of Special Education or Designee

Essential Functions

- Collaborates with staff in the development of data collection systems, and to monitor data collection for the purpose of ensuring the success of Behavior Intervention Plans.
- Collaborates and coaches classroom teachers and instructional assistants for the purpose of ensuring the proper implementation and documentation of Behavior Intervention Plans.
- Compile organize, and analyze data according to district standards for the purpose of designing Functional Behavior Assessments and Behavior Intervention Plans.
- Conduct classroom observations and collect data in a variety of school settings for the purpose of gathering and conveying relevant information to perform other functions.
- Conducts Functional Behavior Assessments and develops Behavior Intervention Plans; for the purpose of ensuring compliance with Federal, State, and Local laws, policies and procedures for students with disabilities.
- Conducts home visits with students and parent(s)/guardian(s) to coordinate school and at-home interventions for the purpose of maintaining regular communication and support for students and their families.
- Consult with School Psychologists, Teachers, and other service providers for the purpose of data collection, assisting with case management, and providing specialized support to school and district staff, students, and their families.
- Coordinate treatment issues with related servers, community agencies, and therapists for the purpose of providing accurate information, resources, and support to meet the needs of each student.
- Design interventions and appropriate instructional support to promote positive changes in individual student behaviors for the purpose of maximizing services for students with disabilities.
- Develop and Train school and district staff on the development and implementation of Functional Behavior Assessments and Behavior Intervention Plans, seclusionary time out procedures, and classroom management strategies that address student behavior issues for the purpose of promoting successful classroom interventions and ensuring compliance to all Special Education Laws, Policies, and Procedures.
- Provides direct behavioral interventions to students in a variety of school settings for the purpose of demonstrating interventions to school teams and assisting school staff with individual circumstances and behavior incidents.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: behavioral analysis, data collection, applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: strong background in behavior, mental health, special education regulations and services (FAPE, LRBI, and LRE); behavioral characteristics associated with Autism, Behavioral Disorders, Traumatic Brain Injuries, Intellectual Disabilities, etc. Strong foundation of Positive Behavioral Interventions and Supports.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and some fine finger dexterity. Generally the job requires 50% sitting, 30% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is desired.

Education: Bachelors degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

Educator License in related area
BCBA License or experience preferred

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade