



A World-Class Community of Learners

## JOB DESCRIPTION

<b>BAND</b>	<b>GRADE</b>	<b>SUBGRADE</b>	<b>WORKING CONDITIONS</b>
C	4	1	

<b>JOB TITLE</b>	<b>CONTRACT REFERENCE</b>
Behavior Specialist	Individual

<b>TITLE OF IMMEDIATE SUPERVISOR</b>	<b>VERSION DATE</b>
School Principal & Director of Special Services	January 2019

### JOB SUMMARY

The Behavior Specialist works within the school setting with other support personnel, including Behavior Analysts, Social Workers, Counselors, paraprofessionals and Administrators to support student’s behavior challenges. The Behavior Specialist will implement behavior intervention plans. Work is performed under the supervision of the Building Principal and Director of Special Services.

TASK NO.	FREQUENCY	BAND/GRADE
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The essential functions of this job include, but are not limited to, the following fundamental job duties:		
1.	Collaborate with Behavior Analysts, Social Workers, Psychologists, Teachers, Paraprofessionals and Administrators to implement student’s behavior plans and manage student behaviors.	C4
2.	Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for changing behavior; and identifying root causes of behavior.	C4
3.	Collect and analyze student behavior data to assess progress towards objectives, expectations, and/or student behavior goals for the purpose of providing feedback to students, parents and school team members.	B2
4.	Implement student behavior intervention plans.	B2
5.	Participate in all building meetings specific to addressing social, emotional, behavior needs to students.	B2
6.	Intervene as necessary using non-confrontational intervention strategies during periods of escalated behavior.	C4

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**JOB TITLE**

Behavior Specialist

**CONTRACT REFERENCE**Individual Agreement

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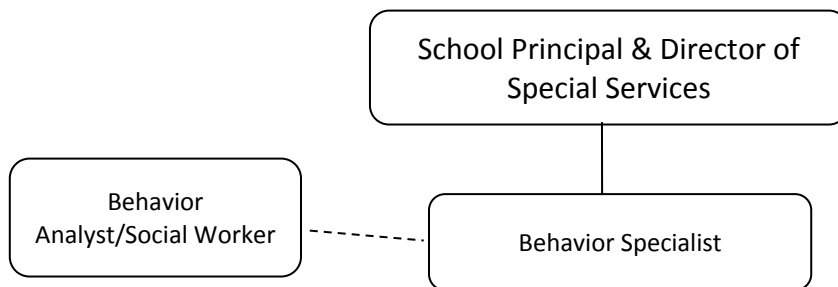
7.	Be available to respond to situations for the purpose of helping to resolve immediate safety concerns and/or directing to appropriate personnel for resolution.		B2
8.	Support the core content teacher for the purpose of assisting in the implementation of individual student plans that may have evolved via school based Steams.		B2
9.	Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students and students receiving behavior supports.		N/B
10.	Other duties as assigned.		N/B

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**QUALIFICATIONS** (Specific training or job experience required before appointment)

- Degree in child development, education, psychology or applied analysis preferred or extensive student behavior management experience and knowledge in research based behavior strategies, and ability to implement them effectively and analyze student behavior
- Ability to problem solve, and collect, analyze and present behavioral data
- Ability to communicate effectively with a variety of individuals, and orally and in writing
- Ability to organize, prioritize and manage job responsibilities in an efficient and effective manner to meet job responsibilities and student needs

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**ORGANIZATIONAL RELATIONSHIPS**

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**SYMBOLS**

DIRECT SUPERVISION

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INDIRECT SUPERVISION

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WORK DIRECTION

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ADVISE/INFORM

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**PHYSICAL FACTORS**

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**JOB TITLE**

Behavior Specialist

**CONTRACT REFERENCE**Individual Agreement

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The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employed is regularly required to talk, hear, climb, balance, stoop, kneel, reach for objects, stand, walk, push, pull, lift, and use hands to grasp and feel. The employed must frequently lift and/or move up to 25 pounds, occasionally being required to lift and/or move up to 40 pounds or more. Specific vision abilities required include close vision, distance vision, and the ability to adjust focus.