

South Burlington School District Position Description

Job Title: Behavior Specialist/Coach
Location: District/Assigned School
Reports To: Principal and Director of Educational Support Systems

Summary: Provides consultation, training, and supportive interventions to educators, staff, families, and students to effect positive behavioral change in students. Complies with Federal, State, county and District policies, regulations, and procedures.

Essential Duties and Responsibilities:

1. Provides ongoing consultation/coaching to individual student teams (educators, staff, and parents) in behavioral analysis, trauma-informed practices, and evidence-based practices for students with behavioral challenges.
2. Conducts Functional Behavioral Assessments (FBA) for individual students.
3. Designs and implements Behavior Intervention Plans (BIP) including data collection systems.
4. Collaborates with and supports educators and other staff to complete FBAs, implement BIPs, collect and analyze data, and make recommendations for adjusting learning plans as necessary.
5. Models and coaches staff on plan implementation and effective management strategies to increase engagement in Positive Behavioral Intervention and Supports (PBIS) and multi-tiered system (universal, targeted, and intensive).
6. Assists individual student teams in coordinating resources with community mental health agencies.
7. Conducts ongoing professional development, workshops, and in-service presentations in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with students with behavioral and mental health needs.
8. Provides ongoing consultation to all District staff; models appropriate techniques and supports evidence-based practice to individual student teams.
9. Organizes and maintains a resource library to include information on behavioral analysis, trauma-informed practices, and evidence-based practices, equipment, and materials for students with developmental trauma, behavioral or mental health needs.
10. Participates in a variety of professional meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform the functions of the job and remaining knowledgeable with best practice and District guidelines.

Qualification Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

Education and Experience: Master's degree in psychology, mental health, education, or other job-related discipline, plus three (3) years of direct experience in school or clinical setting. Individuals must be knowledgeable about behavior analysis programs that are based on empirical research, include the direct observation and measurement of behavior, and utilize antecedent stimuli, positive reinforcement, and other consequences to produce behavior change. Demonstrates experience in professional development in behavior analysis, mental health, developmental trauma, and evidence-based interventions for students with developmental trauma, behavioral or mental health conditions.

Certification and Licenses: Must hold a certification as a Board Certified Behavior Analyst (BCBA), a certified mental health professional or related area.

Language Skills: Ability to read, analyze, and interpret information from professional journals, legal documents, and testing/assessment data. Ability to appropriately respond to inquiries or complaints from students, parents, coworkers, and community members. Ability to present information effectively to faculty, administrators, and public groups.

Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Reasoning Ability: Ability to define problems and generate solutions and to delegate appropriate responsibilities within the school district.

Other Skills and Abilities: Ability to communicate clearly and concisely both in oral and written fashion and to establish and maintain effective working relationships with others. Remains current on job-related subject matter.

Technology: Ability to utilize Microsoft Office, google, the internet, and other software to conduct job-related responsibilities, develop presentations, and complete reports.

Physical Demands: 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, as defined by the District, may be made to enable individuals with documented disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, walk, stand, bend, crouch, talk, see, and hear. Specific vision abilities required by this job include close, peripheral, and distance vision. The individual must meet deadlines and interact with others. Occasionally the position requires the employee to work irregular or extended hours, direct responsibility for the safety, well-being, or work output of other people and meet multiple demands from several sources. Demonstrated manual dexterity is required to work with computers, assistive technology, or demonstrate behavior/safety techniques. Lifting up to 35 pounds and assisting in the safety and/or mobility of students. May be required to restrain students.

Emotional Demands: The individual must be able to demonstrate resiliency and successfully manage stressful conditions, developmentally challenged students, and persons who are emotionally distraught. The individual must be able to work with others in a collegial and cooperative manner, and follow directions of school leadership.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level of the work environment ranges from quiet to moderate. The work is performed primarily indoors with some travel required.

Terms of Employment: Twelve-month year. Salary and other conditions of employment as established by the agreement between the individual and the South Burlington Board of School Directors.

Evaluation: Performance evaluation will be accomplished annually, in writing, by the Director of Educational Support Systems and/or the Principal.

Date Approved: February 6, 2018/Joanne Godek

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.