

Job Description

Francis Howell School District

Behavior Support Specialist

Purpose Statement

The job of Behavior Support Specialist is done for the purpose/s of providing student support under the direction of the building administration, school administrators and INSPIRE program, conducting behavior intervention plans for students who are displaying identified negative behaviors that are impeding learning of the student or others; providing professional instruction to school site staff in appropriate behavior intervention techniques; monitoring crises behavior interventions; collaborating with various behavior intervention teams; monitoring the implementation of interventions; teaching and modeling skills needed to identify emotions and building social emotional skills.

This job reports to Building Administrator

Essential Functions

- Administers services for students with identified negative behaviors for the purpose of ensuring access to the educational environment and curriculum; and compliance with established guidelines.
- Analyzes assessment results and accompanying data (e.g. behavior history, etc.) for the purpose of implementing a collaboratively designed, individualized intervention plan for each student with SOC team.
- Coaches classroom teachers on how to use regulatory strategies with their students for the purpose of developing skills and establishing effective relationships with students with social-emotional and behavior challenges.
- Exercises supervision (e.g. getting on/off buses, transitioning between different areas, lunches and snacks, etc.) for the purpose of assessing the need for discipline or assistance, and ensuring the safety of students.
- Follows health and safety practices and procedures (e.g. Positive Role Model, Nonviolent Crisis Intervention program, CPI Verbal Escalation Continuum, Zone of Regulation, Trauma-Informed Principles, etc.) for the purpose of maintaining students' personal safety, a positive learning environment and complying with regulatory requirements and establish guidelines.
- Guides students in personal interactions and/or specific student issues for the purpose of developing interpersonal skills and successful problem-solving strategies.
- Implements intensive behavioral therapy and tutoring of core academic subjects for caseload of 30+ students (e.g. individualized student support plans/interventions, redirecting, appropriately disciplining, providing positive reinforcement, etc.) for the purpose of improving behavior and coping strategies, and reinforcing subject matter learning.
- Maintains a variety of manual and electronic files and/or records (e.g. student records, program records, data compilation reports, use of reset room, etc.) for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.
- Manages reporting of child abuse and neglect cases through contact with school staff and outside agency personnel for the purpose of complying with mandated requirements.
- Manages student behavior for the purpose of providing recommendations and services, and maintaining a safe learning environment.

- Monitors student progress for the purpose of ensuring the full implementation of behavior plans and that the students are reaching the assigned goals with SOC team.
- Participate in Student of Concern (SOC) meetings (e.g. researched based interventions, etc.) for the purpose of developing individualized support plans for students.
- Participates in a variety of meetings (e.g. workshops, conferences, committees, etc.) for the purpose of conveying and gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Provides direct, one-on-one or small group services to students for the purpose of providing behavior support for ongoing behavior issues.
- Responds to students in crisis behavior (e.g. circumstances may be ambiguous (uncertain) or imminently (clearly) dangerous., etc.) for the purpose of assessing situation and providing immediate strategies to secure the well-being of the student (s) and staff with in regulatory standards and guidelines.
- Tracks and assesses students' behavioral progress for the purpose of providing feedback to students and teachers.

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: adhere to safety practices and procedures; compare results; operate standard office equipment; de-escalation and physical restraint practices; teach and model coping strategies; coach students with interpersonal skills; collect and track data; prepare and maintain accurate records; and use pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: age appropriate activities and behaviors; codes, laws, rules, regulations, and policies; health standards and hazards; community resources; safety practices and procedures; stages of child development; treatment modalities; Trauma Informed Practices; and functions of brain.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with persons of diverse backgrounds; dealing with frequent interruptions; maintaining confidentiality; organizing tasks; setting priorities; establishing relationships; working as part of a team; multitasking; and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly 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, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 40% walking, 20% standing. The job is performed in a generally hazard free environment.

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

Education (Minimum): Targeted, job related education with study in job-related area.

Education (Preferred):

Required Testing

None Specified

Continuing Educ. / Training

None Specified

Certificates and Licenses

60 hrs college credit or completion of appropriate assessment

Clearances

None Specified

FLSA Status

Non Exempt

Approval Date

Salary Grade

Revised Date

Empowering students to be lifelong learners prepared for the future.