

ST. MARY'S COUNTY PUBLIC SCHOOLS
LICENSED PROFESSIONAL POSITION DESCRIPTION

BEHAVIOR SPECIALIST

POSITION: Behavior Specialist

REPORTS TO: Director of Special Education and Student Services

LOCATION: Department of Special Education

ESSENTIAL FUNCTIONS:

- In-depth knowledge and understanding of behavior and its functions;
- Ability to analyze student behavior and identify appropriate strategies to increase academic success;
- Knowledge of a variety of behavior strategies and techniques;
- Ability to collaborate with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families;
- Ability to assess and evaluate student needs;
- Collect and analyze data to support case managers for instructional decisions;
- Provide coaching and modeling of best practices in behavioral strategies;
- Understanding the needs of a diverse population of students;
- Addressing issues related to disproportionality across the continuum of services (provision of preventative services prior to referral to Special Education and more restrictive environments within the Special Education continuum of services);
- Effective organizational and time management skills;
- Ability to communicate effectively with students, staff and families; and
- Transportation; a valid driver's license with the ability to travel independently between school sites.

DUTIES AND RESPONSIBILITIES:

The ten-month behavior specialist assists school staff in developing and implementing individual behavior programs for students, with or without disabilities, who present with a variety of behavior challenges. The goal of this position is to support at-risk students in the development of appropriate social skills and classroom behavior, thereby increasing their opportunity for academic success and decreasing the number of students who require more restrictive services.

- Assist school staff in developing, implementing and monitoring student behavior plans;
- Provide system-wide staff development on behavior strategies and intervention plans;
- Participate as a member of the Individualized Education Plan Teams (IEPT) to assist in planning for interventions to be implemented with students who present with challenging behaviors;
- Model implementation of behavior strategies in classroom settings;
- Monitor the implementation of behavior plans and student progress;
- Provide behavioral coaching for individual students throughout the implementation phase of intervention;
- Facilitate the inclusion of families in the development and implementation of behavior plans with an emphasis on family system issues;
- Assist teachers, PST and IEP teams in developing, monitoring, and revising Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and Individualized Education Plans (IEP);
- Assist teachers in implementing effective classroom management systems;

- Monitor student progress; and assist teachers in the maintenance and evaluation of data collection systems;
- Collaborate with general and special education teachers and administrative staff in an effort to provide pro-active and preventative interventions for students in general and Special Education, who present with behavioral challenges;
- Participate as a member of the S.E.C.R. team to assist with the assessment of the needs of behaviorally challenged students throughout the county;
- Collaborate with community agency staff to assist students, families and school staff in the development of a comprehensive approach to behavioral challenges presented by students in general and Special Education; and
- Assist students, families and staff with the transition needs of students with behavioral challenges within general education settings, and to more restrictive educational settings within Special Education environments.

QUALIFICATIONS:

In order to be considered for this position, an applicant shall hold a Bachelor's Degree in Special Education, Counseling, Social Work or related field. Three (3) years experience in developing and implementing behavior interventions for children and adolescents in a school environment is preferred.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.