

Vail School District No. 20
Job Description

Job Title: Behavior Specialist
Department: School or Program
Reports To: Principal or Project Director
FLSA Status: Exempt
Classified Salary Guide: Level 22-BA; Level 23-MA
Certified Salary Guide (Must hold AZ Certificate)
Updated: 3/8/06

SUMMARY:

Provides case management and develop behavior plans for special education students.

ESSENTIAL FUNCTIONS:

Essential functions, as defined under the American with Disabilities Act, may include the following tasks, knowledge, skills and other characteristics. This list is illustrative only, and is not a complete listing of all functions and tasks performed by positions in this job class.

Attends IEP meetings and develop goals and objectives for students.

Provides direct services to students regarding behavior.

Consults with teachers regarding student behavior.

Consults with parents, teachers, and other school personnel to determine causes of problems and effect solutions and inform parents of progress.

Leads group counseling sessions to enhance social development of individual members and provide peer support in areas such as grief, stress, or chemical dependency.

Observes and monitors control of students behavior in the classroom, playground, field-trips, lunchroom, library, school buses and other areas.

Consults with regular education teachers to utilize and implement classroom management techniques to maintain organization, orderliness and student safety, and a productive learning environment. Utilizes positive reinforcement to maximize desired behavior and educational outcomes.

Consults with regular education teachers to plans instruction to achieve specific objectives based upon student need and established curriculum and implement instructional techniques to encourage and motivate students.

Evaluates the performance of students regarding IEP goals and makes necessary provisions to meet learning needs. Ensures parents and students are informed of methods of evaluation utilized in the classroom.

Notifies site administrator of a special needs student who displays characteristics which vary from the norm. Collaborates with specialists to assist students.

May monitor the activities of paraprofessionals.

SUPERVISORY RESPONSIBILITIES

Supervise and train support staff regarding student needs. This position will also supervise students.

QUALIFICATIONS

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 the essential functions.

EDUCATION and/or EXPERIENCE

Required:

- Bachelor's Degree in Social Work, Counseling, Special Education, Psychology or a related field.
- Experience working with student with severe behavioral and emotional issues.
- Any equivalent combination of training or education with a minimum of 3+ yrs. of applicable experience will be accepted.

Desired:

- Master's Degree in Social Work, Counseling, Special Education, Psychology or a related field.

CERTIFICATES, LICENSES, REGISTRATIONS

Desired:

- Arizona Special Education K-12 ED teaching certificate OR
- Arizona Special Education K-12 Cross Categorical Certificate

LANGUAGE SKILLS

Ability to read and interpret educational documents such as IEP's, reports, behavior plans and progress notes. Ability to write routine reports and correspondence. Ability to speak effectively to employees of the organization.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

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 may be made to enable individuals with disabilities to perform the essential functions.

Must be skilled in behavior intervention, be certified in "restraint training" or be willing to attend training.

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, feel and type; reach with hands and arms; and talk or hear. The employee frequently is required to climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, peripheral vision, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. Classroom environment . Indoors and outdoors. All weather conditions/temperatures. Playground environment. Contact with public, employees, children and parents. Exposure to noise, dust, gas and fumes.