



JOB DESCRIPTION

JOB TITLE: **Behavior Consultant**

Position Type: Certified	Department: Student Support Services
Salary Schedule: Certified	Location: District Office/Schools
Reports to: Director of Student Support Services	
Term of Employment: 9 months	Shift: Day
Approved By: Human Resources	Date: July 12, 2018

POSITION SUMMARY:

To work in a partnership with students, staff, parents and the community in accordance with the district’s vision and mission to promote student achievement.

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.

ESSENTIAL FUNCTIONS:

- Trains staff in effective behavioral intervention strategies, for students in general and special education, including the development and implementation of (FBA) Functional Behavioral Analysis and assessments (FBA) and Functional Behavior Plans (FBIP).
- Responsible for attending and maintaining training by Crisis Prevention Institute (CPI) and providing NVCI (Non Violent Crisis Intervention) training to district staff.
- Assists staff in the planning, modeling, and development of positive behavioral strategies.
- Observes student behaviors and gives written input regarding interventions.
- Attends meetings as requested by district office.
- Acts as liaison between schools and district office.
- Serves as a standing member of district threat assessment team.
- Consults with other district staff.
- Assists staff in collecting, analyzing and interpreting behavioral data.

- Conducts observations as well as the development of behavioral intervention strategies.
- Assists the IEP team in the development of an individual intervention plan that supports the IEP goals and objective outcomes and assists in providing training and support to school team to implement this plan in appropriate settings and curricula.
- Assists the IEP team in the FBA/FBIP process as needed.
- Serves as consultant to teachers, both general and special educators, administrators, and other related service staff.
- Demonstrates knowledge of different eligibilities as defined by IDEA and stays current regarding research based best practices.
- Selects appropriate individualized behavioral management techniques and provides guidance regarding their effective application.
- Demonstrates knowledge of community and state behavioral health resources.
- Creates and maintains a professional demeanor while working with staff and students.
- Directs teachers regarding the organization of physical space and resources as it relates to classroom management.
- Communicates clearly and accurately.
- Uses questioning and discussion techniques to provide effective consultation.
- Illustrates connections between engaging curriculum and effective management.
- Provides feedback to students and staff.
- Demonstrates flexibility and responsiveness.
- Reflects on teaching.
- Maintains accurate records.
- Communicates with families.
- Contributes to school and district.
- Grows and develops professionally.
- Shows professionalism.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

SUPERVISORY RESPONSIBILITIES:

- Supervises students.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.

- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.

EDUCATION AND/OR EXPERIENCE:

- Must earn a job related Bachelor's degree (BA) from a four-year college or university.
- Must have training and experience with Positive Behavior Interventions and Supports (PBIS).
- Must have classroom experience in working with students with behavioral issues, and in writing and implementing behavioral plans.
- Willing to be trained in and implement the Crisis Prevention Institute (CPI) techniques, and willing to be trained in district threat assessment procedures.
- Needs thorough knowledge of IDEA 2004 and district discipline procedures.
- Must have knowledge of Seclusion and Restraint policies and procedures.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must be able to implement NVCI techniques.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.