

# BEHAVIOR SPECIALIST JOB DESCRIPTION

## Whiteside School District #115

### **Summary:**

The successful applicant will perform a variety of behavioral support duties to assist the building administrators, teachers, and staff in working with behavioral and emotionally challenged students in an elementary or middle school environment. In addition they will implement positive behavior interventions for regular and special education students needing behavioral and/or mental health support. The Behavior Specialist is a collaborative position throughout the district supporting all staff working with students exhibiting challenging behaviors. This individual will work under the day-to-day direction of the building administrators and special education coordinator who provides specific direction and oversight of different students and classrooms. The successful applicant is responsible for being familiar with the school/district policies and procedures, which govern their work, and the applying knowledge of IDEA and Section 504 requirements.

### **Desired Qualifications:**

1. Master's degree preferred in School Psychology, Special Education, Counseling, School Social Work, and/or a related field.
  - a. Preferred certifications/endorsements include:
    - i. BCBA Board Certified Behavior Analyst (desirable)
    - ii. LBS1 Illinois Professional Educator License (PEL)
    - iii. LBS II (Behavior Intervention Specialist) endorsement (preferred)
    - iv. Licensed/Certified Psychologist
    - v. Experience preferred but not required
2. Group and individual counseling training or experience.
3. Experience working with elementary-aged children in an educational setting.
4. Strong understanding of behavioral analysis and intervention techniques and the ability to use systematic recording procedures..
5. Knowledge of the development and implementation of behavior management programs in the regular and special education classrooms.
6. Excellent communication and interpersonal skills.
7. Ability to maintain high levels of confidentiality.
8. Ability to work collaboratively, create and maintain effective relationships with others within a team-based environment.

### **Job Description/Job Responsibilities:**

1. Crisis Intervention:
  - a. Provide immediate support and intervention in crisis situations, ensuring the safety of all students and staff.
  - b. Develop proactive strategies to prevent crisis situations.
  - c. Provide research-validated, professional development to staff regarding classroom management theories and positive behavior intervention strategies that promote positive student behavior in classroom and school environments.

- d. Provide Crisis Prevention Institute (CPI) training to all school social workers, psychologists, and other IEP-mandated staff.
  - e. Provide training to staff regarding behavior strategies, data collection, FBA/BIPs, and teaching behaviors.
2. Assessment and Evaluation:
- a. Conduct functional behavior assessments to identify the underlying causes of challenging behaviors.
  - b. Analyze data to inform intervention strategies and monitor student progress.
  - c. Collaborate with building problem solving teams to develop behavior rating scales, systematic recording procedures and functional behavior assessment routines that identify student behavior and lead to effective interventions.
  - d. Coach students to use more appropriate responses to stress.
3. Intervention Planning:
- a. Develop and implement individualized behavior intervention plans (BIPs) tailored to each student's needs.
  - b. Collaborate with teachers and staff to integrate behavior interventions within the classroom environment.
  - c. Assist in the design and implementation of continual parent education programs, which offer guidance in developing positive behavior supports in the home environment.
  - d. Establish reintegration plans for students transitioning into the school from alternative environments, extended hospitalization, and incarcerations.
4. Training and Support:
- a. Provide training and professional development for teachers and staff on behavior management strategies and best practices.
  - b. Offer ongoing support to staff in the implementation of behavior interventions.
  - c. Train teachers and teacher assistants to implement behavior interventions with students referred for behavioral services.
  - d. Provide Tier 1 Universal Intervention in-services for staff.
  - e. Collaborate with school personnel on identifying triggers and re-enforcers for problematic behavior.
  - f. Demonstrate how to de-escalate behavior when students are in frustrating situations. Assist students in de-escalation.
5. Collaboration:
- a. Work closely with parents, guardians, and other stakeholders to foster a supportive environment for students.
  - b. Collaborate with multidisciplinary teams to ensure comprehensive support for students with diverse needs.
  - c. Consult and collaborate with school teams regarding students with significant behavioral problems to develop effective behavior intervention plans.
  - d. Guide students in the development of effective communication skills with teachers, parents, and peers.
  - e. Collaborate with community agencies and service providers to support the healthy development of the student.

6. Data Collection and Reporting:
  - a. Collect and analyze data on student behavior and intervention effectiveness.
  - b. Prepare reports and documentation to track student progress and inform stakeholders.
  - c. Provide input into the design and implementation of Functional Behavioral Assessments (FBA) and Behavior Support Plans (BIP).
  - d. Responsible for data entry related to student behavior programs.
7. Perform other duties as assigned.

**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. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms; use a keyboard and monitor. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee must be able to regularly lift 25 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, ability to adjust focus and peripheral vision.

**Behavior Support Specialist:**

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 generally low to moderate, but occasionally high depending on student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. Employees may be exposed to blood borne pathogens.

**Salary:**

Salary will be determined by the successful candidates license and credential.

**Note:**

This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify, or delete any aspect of this job (or the position itself) at any time as it deems advisable.