



JOB DESCRIPTION

Title: Instructional Support Team (IST) Behavior Management Specialist (BMS)
Required Minimum Masters Degree in Special Education, Social Work, Applied Behavior Analysis, or Educational or School Psychology.

Reports To: Carol M. Dahlquist, IST Coordinator

Evaluated by: Carol Dahlquist and Nan Diamond, Asst. Director Programs/Services

JOB GOALS: A member of the Instructional Support Team will provide:

- Confidential collaboration and support to district and program administration
- Training, modeling, and collaboration to educational staff and teams
- Direct intervention to students in both inclusive and self-contained settings
- Dissemination and implementation of best practice strategies
- Staff development education across various areas and topics related to general and special education systems, processes, intervention, and instruction
- Advocacy, as appropriate, for districts, parents, teachers and/or students regarding legal and best practice recommendations
- Professionally written reports detailing student data and intervention strategies
- Individual student intervention that is effective for student progress across academic & social domains
- Whole classroom management intervention

QUALIFICATIONS: (Professional Experience)

A member of the Instructional Support Team will have:

1. Five or more years of experience in two or more of the following areas: Applied Behavior Analysis, Functional Behavioral Assessment, Educational or School Psychology, Social Work (with a behavioral focus), Special Education (with a behavioral or therapeutic focus), or BCBA
2. Two or more years experience working with autistic students
3. Two or more years in a leadership position including resource or facilitation
4. Two or more years experience in coaching RtI and PBIS
5. In-depth knowledge of the legal requirements of IDEA 2004, ADA 2011, and Restraint & Seclusion Guidelines from ISBE
6. Five or more years direct experience working with students with academic concerns
7. Five or more years direct experience working with students who present social, emotional concerns
8. Five or more years direct experience working with students with a wide range of disabilities and learning characteristics
9. Experience and knowledge in using individual or school wide data systems (e.g., Aimsweb or SWIS)

10. Direct knowledge and applied experience in modifying instruction, developing social and therapeutic interventions (please bring portfolio or samples)
11. Expertise in conducting Functional Behavioral Assessments (15 or more; please bring samples)
12. Applied skills in strategy implementation related to disabilities and positive behavior management
13. Excellent word processing, Power-point, & Excel data graphing skills (please provide samples)
14. Excellent writing skills (please provide samples)
15. Experienced in providing training and presentations (please provide list of presentations)

SUCCESS FACTORS: A member of the Instructional Support Team will possess:

16. Independent work ethic for self management of schedule
17. *Outstanding* communication and collaboration skills
18. Professional appearance and demeanor
19. Positive and supportive attitude
20. Maturity to maintain confidential information of districts, students, and staff
21. Ability to manage and remain flexible to variety and rotating responsibilities
22. Ability to self direct and to make decisions in absence of supervisor
23. Ability to multi-task, schedule, facilitate, and complete both short and long term projects in a timely manner
24. Ability to maintain a positive and flexible attitude toward daily responsibilities, colleagues, and schedule
25. Ability to interface with a variety of educational staff from administration to teacher assistants to families

DUTIES AND RESPONSIBILITIES: (Essential Functions)

A member of the Instructional Support Team is required to:

1. Participate in IST staff developments and weekend workshops to accrue knowledge of current IST practices
2. Maintain a case load of up to 40 individual student referrals
3. Develop original presentations
4. Participate in up to 20 presentations a year
5. Conduct Functional Assessments, as needed, to support case loads regarding instruction and behavior intervention plans (BIPs)
6. Provide dynamic modeling of instructional and behavioral interventions using the *trainer of trainer* model
7. Monitor progress of implementation of plans and strategies
8. Provide written reports, behavior and crisis plans as needed and pertinent to case load
9. Maintain confidentiality and attention to case load
10. Collaborate and confer with supervisor regarding cases, presentations, and projects
11. Maintain collegial and supportive relationships with IST colleagues

12. Support dissemination and modeling of best practices through day-to-day collaboration
13. Attend meetings for students on individual case load
14. Collect and graph data for students on individual case load
15. Maintain professional development and growth in areas related to instruction, behavior, mental health, legal implications, and special education
16. Maintain practices that meet the legal requirements of IDEA 2004 and ADA
17. Prepare or direct preparation of materials, handouts, and binders for presentations
18. Create original materials and documents for instruction and in-services
19. Maintain general office order and organization regarding materials and equipment
20. Attend and participate in staff meetings
21. Maintain positive and supportive relationships with other branches of SASSED

Physical Requirements: A member of the Instructional Support Team must:

1. Emotionally and physically direct and participate in crisis management and de-escalation including verbal and physical aggression using MENTA and Crisis Prevention Institute (CPI)
2. Emotionally and physically provide training to adults in methods of de-escalation and physical management (MENTA and CPI)
3. Responsive to crisis using physical intervention management strategies designed to keep students safe
4. Be able to drive to travel to multiple district and program sites in DuPage County using own vehicle
5. Physically and emotionally receive training in CPR
6. Have good acuity of vision for observation of students

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job at any time.

Terms of Employment: 194 day work year at compensation set by the SASSED Board of Control.

Evaluation: Performance will be evaluated every other year by the Program Administrator in accordance with the SASSED Board of Control policy on evaluation of certified staff.

Position/Location: Highland Hills, Lombard, IL

Lifting/ Lifting/Carrying	N	O	F	C	Activity	N	O	F	C
10 lbs. or less			x		Bend				x
11 – 20 lbs.			x		Squat				x
21 – 40 lbs.			x		Kneel				x
41 – 60 lbs.			x		Twist/Turn				x
61 – 100 lbs.			x		Climb				x
Pushing/Pulling			x		Crawl				x
5 – 12 lbs.			x		Walk				x
13 – 25 lbs			x		Reach above Shoulder				x
26 – 40 lb.			x		Type/Keyboard				x
41 – 60 lbs.			x		Driving				x
61 – 100 lbs.			x		Automatic				
100+ lbs.			x		Standard				

Comments:
A BMS on IST needs to be flexible and agile to be able to support students in all activities and environments and, when necessary, to provide physical management to keep students safe.