



## *Position Description*

### **Behavior Management Specialist – Special Education**

*Salary Level: Collective Bargaining Agreement*

*Contract/Benefits: Collective Bargaining Agreement*

*Department or Area: Special Education*

*Reports To: School Principal in conjunction with Director of Special Education*

*Prepared Date: December 10, 2012*

*Prepared by: Deborah Hartman, Executive Director of Special Education*

*Approved By: David Wildonger, Chief Operations Officer*

#### ***Qualifications:***

1. Minimum, Bachelor's degree in special education or a related field
2. Hold a valid and current Pennsylvania Teaching Certificate (special education) preferred
3. Satisfactory work record & criminal/child abuse clearances (Acts 34 and 151), FBI clearances
4. Experience in public education preferred.
5. 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.

#### ***Summary***

Under the supervision of the Executive Director of Special Education and Special Education Administrative Team, the Behavior Management Specialist – Special Education (BMS-SE) will assist in the assessing, planning, coordination, and delivery specially designed instruction and positive behavior support plans for eligible students. In addition, BMS-SE will participate in professional development activities as prescribed by the Executive Director of Special Education and the BMS-SE will achieve and maintain certification in recognized approved de-escalation techniques. This position is funded under IDEA.

#### ***Essential Duties and Responsibilities***

1. To assist in team decisions regarding behavioral support services for specific eligible students (e.g., using functional behavioral assessments, positive behavior support plans, and behavior modification methodologies).
2. To implement behavioral and crisis management plans designed for specific eligible students.
3. To defuse behaviors using appropriate and approved de-escalation techniques (e.g., Crisis Prevention Intervention techniques).

4. To teach proactive behaviors (e.g., social skills training, coping skills, etc.) as assigned by special education teacher.
5. To maintain data on student behaviors through anecdotal records, charting behavior, level systems and/or other appropriate system of data collection.
6. To provide instructional support, as appropriate, to special need students in conjunction with special education teacher and staff.
7. To participate in related trainings and to maintain appropriate certification in approved de-escalation techniques.
8. To support the implementation of the theory of applied behavioral analysis to practice when implementing behavior intervention plans.
9. To participate in the collection and interpretation of behavioral data concerning students presenting challenging behaviors and using the data to inform changes to behavioral plans.
10. To work in a collaborative team approach to resolve student concerns.
11. To be knowledgeable of the legal approaches and practices specifically associated with the manifestation determination review process, functional behavioral assessment, and behavior intervention planning.
12. To be knowledgeable and adhere to the rules of FERPA and other practices related to confidentiality.
13. To adhere to the rules and mandates of IDEA, Pa Code 22: Chapters 14 and 15 regulations.
14. To perform duties as assigned.

To perform the job successfully, an individual should demonstrate the following competencies:

### ***Interpersonal Skills***

#### ***Parent and Community Relations***

Manages difficult or emotional parent/community situations judiciously in conjunction with the school-based instructional team

Focuses on solving conflict, maintains confidentiality, demonstrates good listening skills, and shows reasonable control of personal emotions and exhibits objectivity and openness to the reviews of others.

#### ***Oral Communication***

Speaks clearly and persuasively in positive or negative situations; listens and solicits clarification; and responds appropriately to questions.

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*Written Communication*

Writes clearly and effectively; edits work for spelling and grammar; varies writing style to meet needs of the audience; and presents numerical data effectively in graphical displays.

*Teamwork*

Balances team and individual responsibilities; gives and welcomes feedback; contributes to District's positive morale.

***Personal Competencies***

*Judgment*

Displays willingness to make decisions; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; and makes timely decisions.

*Ethics*

Treats people with respect; keeps commitments; inspires the trust of others; and works with integrity, ethics and maintains confidentiality.

*Motivation*

Sets and achieves challenging personal goals; demonstrates persistence and overcomes obstacles; measures self against standard of excellence; and takes calculated risks to accomplish goals.

*Professionalism*

Approaches others in a tactful manner; reacts well under pressure; treats others with respect regardless of their status or position; accepts responsibility for own actions.

*Personal Quality*

Demonstrates accuracy and thoroughness; looks for ways to improve and promote quality; applies supervisor feedback to improve performance; and monitors own work to ensure quality.

*Dependability*

Follows instructions, responds to supervisory direction; takes responsibility for own actions; completes tasks on time or notifies appropriate person with an alternate plan; is consistently at work and on time; ensures work responsibilities are covered when absent; and arrives at meetings and appointments on time.

***Physical Demands***

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk and use hands to finger, handle, or feel. The employee is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus. The physical demands may require the implementation of effective de-escalation techniques as per approved training.

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***Evaluation***

The person filling this position will be evaluated according to the Collective Bargaining Agreement adopted by the Allentown School District.

Reviewed and read by: \_\_\_\_\_ Date: 12-10-12  
*Individual serving in this position*