

Job Description

Position Title: Behavior Consultant
Department: Teaching & Learning (Special Education)
Reports To: Director of Special Education
Compensation: Salary Commensurate with Degree and Experience
Calendar: 190 Day
Category: Certified Salary

SUMMARY

Provides behavior support services to teachers, administrators, SOMs, students and their families. Serves as a member of building level teams for the purpose of developing interventions and educational planning, and provides liaison services for students to teachers, administration, community agencies, and family.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties must be performed on-site. Other duties may be assigned.

- Reports to work as scheduled on a regular and reliable basis.
- In coordination with staff, parents and/or guardians, works with the team to develop and monitor implementation of behavior intervention services and provide consultation for behavior support programs for students
- Recommends and models direct intervention services to students in cooperation with teachers, physicians, and parents.
- Participates in and provides input to the individual education team for the students.
- Monitors student intervention programs for appropriateness and effectiveness.
- Recommends appropriate and proven intervention methods for individual students, groups and classrooms as needed.
- Establishes positive relationships with students and adults.
- Provides a variety of professional development offerings, including social skill training and demonstrates for teachers and paraeducators how to assist students in implementing skills for successful integration in the classroom.
- Acts as a liaison between the school and outside resources.
- Provides information and support to parents.
- Provides consultative services to classroom teachers and administrators.
- Provides training and models strategies for teachers, paraeducators, and administrators to de-escalate behaviors and implement physical interventions with students as needed.
- Trains how to provide post-crisis services and follow up with students, staff, and family members.
- Trains and demonstrates appropriate data collection of student behavior progress and programs implemented to achieve desired behaviors.

SUPERVISORY RESPONSIBILITIES

- This position does not supervise other employees.

QUALIFICATION REQUIREMENTS

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: Master's Degree in education, psychology, social work or related mental health field
- Required: Iowa teaching license with special education endorsement or counseling endorsement; or professional service license through the BoEE or ability to receive one upon hire (optional: licensed through the Iowa Department of Public Health as a BCBA in addition to the BoEE license)
- Preferred: Experience working with young people in an educational setting
- Preferred: Previous experience or training in behavior consultation, management and crisis intervention and prevention

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LANGUAGE SKILLS

Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students and administrators.

MATHEMATICAL SKILL

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 detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES

Ability to work independently with minimal supervision. Ability to work with students with special needs and to maintain composure under stressful conditions. Respect for the dignity of and sensitivity to students with disabilities. Ability to develop effective working relationships with students, staff, parents and the school community. Ability to communicate clearly and concisely, both orally, in writing, and through the use of technology. Ability to perform duties with awareness of all District requirements and Board of Education policies. Demonstrates initiative and creativity with students and their programs. Knowledge and experience with computer programs and software preferred. Experience working with students with disabilities on an instructional basis is preferred. Training in classroom and individual behavior management skills preferred.

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 reach with hands and arms 0 - 24 inches and on occasion up to 36 inches. The employee frequently is required to stand, walk, sit, talk and hear. The employee is occasionally required to use hands and fingers, handle, or feel objects, tools, or controls; climb or balance; and stoop, kneel, crouch, or crawl. The employee is frequently required to bend at the neck more than the average person and may need to frequently work on the floor, depending on the age level of students. Specific vision abilities required by this job include close vision, distance vision and peripheral vision. The employee needs to be able to tell where a sound is coming from, hear in a noisy environment and occasionally will assist in physical management of students and lift and/or up to 75 pounds 0 - 12 feet and occasionally up to 20 feet, things such as wheelchairs, books, supplies or other instructional equipment.

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 employee will typically work indoors but may be required to attend to students' needs outdoors. in moderate to cold temperatures or moderate to hot temperatures. The noise level in the work environment is usually moderate to loud. The employee must work with other staff, continuously meeting multiple demands from several people. The employee may be involved in situations where students are physically aggressive. The employee is continuously responsible for the safety and well-being of students.

The information contained in this job description is in compliance with Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.