

## **Behavior Specialist**

### **Job Description**

The Behavior Specialist will assist individuals, groups, and systems through the application of positive behavior supports. The Behavior Specialist supports school-based teams as they complete Functional Assessments of Behavior and helps to train all staff in the implementation of Behavior Intervention Plans that address students' inappropriate behavior and provide a means to help the students become more academically successful. Behavior Specialists also support the development of classroom and school-wide positive behavior management strategies.

### **Primary Function**

The Behavior Specialist shall perform such duties and responsibilities associated with the teaching profession, those outlined in District 39 policies, and as are required by the Illinois School Code.

### **Organizational Relationships**

The Behavior Specialist reports directly to the Assistant Director of Student Services.

### **Qualifications**

- Illinois State Board of Education Professional Educator Licensure appropriate to assignment
- Ability to understand and carry out oral and written directions
- Ability to visually supervise students, assess situations for safety concerns
- Ability to exercise sound judgment in making decision regarding the safety and welfare of students
- Ability to perform assigned duties and tasks with a minimum of direction
- Ability to maintain effective public, student and co-worker relationships
- Ability to physically move about the district buildings and grounds
- Ability to speak, write, read, and understand English
- Ability to handle student information with confidentiality

**Must hold an IL Professional Educator License (PEL) with endorsement to teach special education (LBS 1 and/or LBS 2) OR school psychology.**

### **Professional Characteristics**

- Minimum of five years successful classroom teaching experience in which the teaching of “at risk” and/or “behaviorally challenged” students was an important responsibility for the position.
- Expert knowledge of function-based intervention planning for developing behavior change strategies that focuses on reducing problem behavior and increasing more appropriate behavior.
- Expert knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function –based interventions, and Behavior Intervention Plans (BIP).
- Exceptional knowledge in the use of assessment and assessment data to inform instruction and prescribe work plans for individual students.
- Expert knowledge in research based instructional strategies and ability to implement them effectively.
- Demonstrate ability to plan and evaluate strategies for improving instruction.
- Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality.

- Demonstrates exceptional skill in the roles of a teacher leader: collaborator, action researcher, reflective practitioner, and learner advocate.

**Professional Responsibilities**

- Planning and Preparation
  - Knowledge of behavioral theory, analysis, and evidence-based practices.
  - Assists staff in defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
  - Models, consults and coaches staff on a variety of behavior management programs and procedures, including the use of positive behavioral strategies.
  - Makes recommendations only after conducting a thorough review of all available clear, objective and measurable data as well as observation of the student and staff. Recommendations are written in a clear, descriptive manner.
  - Assists building-based teams, including the student's teachers, parents and psychologist, for the purpose of completing a Functional Behavioral Assessment and ensures effective data collection procedures.
  - Evaluates the effectiveness of behavior management plans.
  - Uses data that is observable and measurable; uses baseline data to determine which behaviors need to be maintained, increased, or decreased. Advises staff on data analysis techniques including obtaining baselines, recording and collecting data, graphing and evaluating data.
  - Develops a repertoire of progress monitoring strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings.
  - Facilitates and supports team meetings that design Behavior interventions Plans; addresses classroom organization, effective instruction, social skills instruction, and ethical issues. Ensures staff is able to independently implement interventions with fidelity.
  - Provides training, modeling and coaching to support teachers and paraprofessionals to appropriately implement a student's Behavior Intervention Plan.
  - Consult with staff on topics including behavior management, classroom modifications, and appropriate inclusionary practices. Keeps up to date with current research.
  - Conferences with parents concerning specific behavioral situations involving their children.
  - Promotes highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
  - Provides staff with data-analysis and intervention-implementation assistance.
- The Environment
  - Establishes and maintains relationships that are positive and supportive in order to create an environment conducive to the student, staff, and behavioral change program.
  - Establishes an environment that is safe, positive, supportive, and respectful in nature.
  - Is a highly effective listener and communicator.
  - Provides staff with sufficient explanation of procedures, provides ongoing feedback, supervision and support for the behavior change agents as well as staff in the student's classroom settings.
  - Trains staff responsible for carrying out behavior change procedures, considers staff and student needs and makes appropriate changes and plans.

- Discusses and monitors procedures regularly to ensure that timely and necessary changes are made to improve implementation, effectiveness and ensure positive outcomes.
- Collects data and trains others to collect data; trains others to interpret the data in order to make data-based decisions.
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research-based strategies and the modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- Support School-wide Positive Behavioral efforts and participate on MTSS teams that address school and district positive behavioral supports.
- Recommend and provide in-service training for teachers and paraprofessionals based on identified needs.
- Review behavior referrals and behavior data reports in order to inform school and classroom positive behavioral supports.
- Participate in building level teams focused on social, academic, and behavioral needs and/or grade level meetings, as appropriate.
- Consult with the school psychologist, school social worker, and other school staff, as appropriate.
- Monitor factors that impact the effectiveness of interventions, including social validity and treatment integrity.
- Provides training in evidence-based behavioral management procedures; implementation is monitored relative to consistency and fidelity across personnel and settings.
- Works with and trains staff to complete functional assessments, develop effective plans, develop, implement, and analyze data systems to monitor the students' behavior and implementation fidelity as well as make decisions and changes based on data.
- Works with staff to organize physical space to maintain and sustain the highest levels of safety, organization, and access to materials.
- Empowers other educators to develop expertise in behavioral techniques.
- Provides proper training/supervision with regard to safety and the environment according to state codes and regulations.
- Instruction and Service Delivery
  - Works with individual teachers, groups of teachers and/or the entire staff on issues such as crisis intervention, learning and collaboration, and factors that can affect development and implementation of interventions.
  - Facilitates and leads professional development activities for teachers and staff to improve their skills in behavior management strategies.
  - Develops and delivers in-service programs related to behavioral disabilities and effective teaching methods, particularly in the areas of effective implementation, monitoring and maintenance of classroom management and individual student intervention plans for the purpose of supporting students with behavioral challenges.
  - Educates paraprofessionals in techniques for facilitating student independence and communication.
  - Provides staff with assistance and encouragement to learn/refine skills and strategies related to student behavior and social emotional learning needs.
  - Consistently uses reliable and valid data sources, including FBAs, to inform the design, implementation, refinement, and/or evaluation of behavioral strategies and interventions.

- Designs and oversees implementation of situational appropriate crisis prevention and intervention plans as well as constructive classroom management techniques.
- Trains staff in NCI or current de-escalation strategies and maintain accurate records of staff trained.
- Supports staff and student(s) during a behavioral crisis.
- Supports compliance of Restraint/Time Out (RTO) paperwork and procedures as advised by ISBE.
- Participates in the Restraint/Time Out oversight committee.
- Complies with all safety policies, practices and procedures; reports all unsafe activities to supervisor and/or Human Resources.
- Conducts student observations in order to evaluate students' strengths and weaknesses.
- Is available to the classroom when crisis situations occur in order to provide emergency intervention.
- Demonstrates a high level of flexibility and responsiveness in service delivery.
- Professional Responsibilities
  - Attends all required meetings, including housekeeping, staff meetings, and post RTO meetings.
  - Engages in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
  - Attends professional development opportunities to maintain a high level of skill and knowledge of current research and practices.
  - Serves as a consultant to administrators, teachers, and parents.
  - Organizes and schedules time commitments to meet demands of the job
  - Participates in proactive team efforts to achieve District, building, departmental and/or grade level goals.
  - Provides leadership to others through example and sharing of knowledge/skill.
  - Demonstrates a commitment to professional growth by participation in a variety of activities including, but not limited to, attendance at conferences related to the field of behavioral intervention and special education, in-service programs, and evidence of reading professional journals and publications.
  - Assists parents and school staff with implementing local, state and federal program policies and procedures.
  - Assists students with transitions, including preparing for and moving to other classrooms, school activities, outside activities, arrival and departure from school, and transitioning to a new school.
  - Displays ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the school.
  - Serves as a role model for students and staff in demonstrating positive attitudes, appropriate attire and grooming, and effective work ethic.
  - Perform any other duties as assigned or requested by the Administrator for Student Services or Assistant Director for Student Services, including attending or providing professional development/meetings, in-services, and workshops.



**Terms of Employment**

184 work days plus 5 additional days. Salary and work year established by the Board of Education and Wilmette Education Association Collective Bargaining Agreement

**Evaluation**

Performance will be evaluated in accordance with the Teacher Evaluation Plan