

Behavior Consultant

Reports to: Regional Administrator

Classification: Contracted

Date: May 2011

Job Summary

Partners with educators, families and communities to provide effective learning environments for all students. Helps ensure success for all learners. Provides leadership, support and technical assistance in designing, implementing and assessing educational programs for children with challenging behaviors.

Qualifications

1. Master's degree in special education, school psychology, social work or related area of education.
2. Iowa instructional or support license, or Dept of Public Health license with IA Board of Educational Examiners Statement of Professional Recognition.
3. Three years of professional experience in an education or clinical setting, to include educational program planning in the area of behavior.
4. Advanced training and knowledge in behavior educational strategies, which may include but not be limited to applied behavior analysis, functional behavioral assessment, behavior intervention plans, etc.

Essential Functions

1. Supports total school/community efforts to create a positive learning environment for students/children.
2. Serves as liaison among AEA, district building(s), families and community and collaborates with various teams to assure positive outcomes for all learners.
3. Models, implements and assesses strategies related to learning, social, emotional and behavioral needs to enhance educational programming for all learners.
4. Provides ongoing support to educational staff related to applicable rules and laws.
5. Integrates research into the design of best practices.
6. Consults with teachers and administrators regarding best practices for classroom and building educational programs.
7. Follows policies, procedures, standards and rules in accordance with national and state laws, the Iowa Dept of Education and GWAEA, which includes, but is not limited to, developing and maintaining proper and adequate records and documentation.
8. Provides training, modeling and assistance in behavioral instructional practices, strategies and content, including support in planning, development and implementation in a variety of settings.
9. Provides guidance in the identification, development and evaluation of educational goals and programs.
10. Collaborates with various teams to determine appropriate outcomes, goals, activities and assessments.
11. Provides consultation and coaching for AEA staff, LEA staff and parents regarding behavior strategies and interventions.
12. Supports AEA and LEA staff in the development, implementation and evaluation of functional behavior assessments and behavior intervention plans.
13. Uses data to develop, implement, monitor and adapt individual interventions to ensure effective services.
14. Provides educational leadership across the AEA 10 service area in the area of challenging behaviors.

Additional Responsibilities

1. Participates in projects, committees or activities to support the Agency's mission, goals and priorities.
2. Demonstrates self-discipline and initiative to produce high-quality, organized and dependable results.
3. Conveys a positive and professional image to staff and public.
4. Handles information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPAA, etc).
5. Pursues professional growth opportunities and relationships to keep current with and influence educational directions.

6. Partners with Department of Education and community organizations to provide integrated network of support and facilitates Agency use of those resources.
7. Performs such other duties as may be assigned.

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Knowledge, Skills and Abilities

1. Ability to communicate effectively and maintain effective working relationships.
2. Ability to function effectively as a team member and work collaboratively with others and independently as appropriate.
3. Ability and willingness to be flexible and respond to the changing needs of clients and the Agency.
4. Ability to integrate educational theory, research and expertise into appropriate practices for local contexts, in a service style that facilitates positive change and continuous improvement.
5. Effective presentation and group facilitation skills.
6. Ability to use data to make educationally sound decisions.
7. Advanced knowledge of applied behavior analysis in natural environments.
8. Ability to design and revise instruction to meet the needs of diverse learners.
9. Knowledge of child development, classroom management strategies and parenting styles.
10. Effective coaching and consulting skills.
11. Ability to demonstrate teaching practices, design and conduct on-going professional development activities.
12. Knowledge of applicable rules and laws that govern educational decisions.
13. Ability to read and interpret documents, write reports and correspondence, and apply appropriate mathematical concepts.
14. Ability to use and integrate technology appropriately in daily work which includes, but is not limited to, efficient operation of telephone and voice mail systems and application of basic computer skills to effectively use e-mail, internet and word processing.

Physical Requirements

1. Ability to travel between schools/sites served.
2. Normal, routine levels of activity related to bending, carrying, climbing, hearing, lifting, reaching, sitting, standing, vision and walking, and may also involve above-average levels of activity at times that can't always be anticipated.

EOE/M-F-H-V