

Job Description for Coordinator of Behavior and Autism Services

Reports to EC Director

Qualifications/Training/Experience

- Master's Degree in Social Work, Psychology, Teaching, Counseling or a related field
- Experience working with students who have behavioral needs
- Experience working with autistic students
- Experience leading and instructing adult learners
- Experience in Functional Behavioral Assessments and Behavior Intervention Plans
- Experience working with PRC 29 and PRC 118 Grants
- CPI Training – achieve and maintain certification
- Certification to practice in North Carolina as evidenced by current licensure

Collaboration/Communication

- Communicate the goals of the behavior team effectively (both written and verbal) with stakeholders to include but not limited to: Administration, EC and Regular Education Teachers, Parents/ Guardians/ Custodians, Itinerant Staff, Students, Community Agency Representatives, Social Workers, School Counselors, Student Assistance Program Coordinators, Regular Education and EC Instructional Facilitators and others as deemed appropriate to ensure legally compliant, appropriate, and effective services are provided (relating to behavior and autism)
- Collaborate with the staff listed above to assess classroom management/environment, student behavior, develop functional behavior assessments, write behavior intervention plans and establish programs/classes appropriate to meet the needs of students
- Work collaboratively with and direct the work of the Behavior and Autism Team to support students and school staff
- Attend weekly, bi-weekly, and/or monthly meetings with EC Director or assigned Designee

Coaching

- Use a coaching model, coach Behavior Specialists, Behavior Technicians and Autism Technicians in their everyday work in schools to ensure compliance with monitoring, policy, audit process and educator learning
- Coach school staff to ensure the research/evidence based skills/strategies/interventions that are taught and modeled are being carried over in the school setting with fidelity
- Assist education stakeholders in understanding student data

Planning

- Serve on school-based problem-solving MTSS and EC Teams to ensure early intervention, referral, coordination and delivery of behavioral and autism services for students
- Follow the district behavior and autism process and ensure compliance within the behavior and autism team
- Attend Early Release Day Trainings/district job alike days
- Attend assigned trainings for classroom management, autism, behavior, CPI etc
- Attend district, state and community level behavior and autism meetings as appropriate
- Assist and train the behavior and autism team with data collection process
- Attend meetings upon request (i.e. formal and informal meetings with teachers, administrators and parents, IEP meetings as appropriate)

Service Delivery

- Provide direct services to students (Reg Ed, EC and PRC 29) both physically in the building and virtually when necessary

Program Administration and Management

- Oversee a shared Google Document to track interventions/strategies including student name, location, contact date, type of intervention(s)
- Oversee, supervise and evaluate the Behavior and Autism Team Staff – both certified and classified
- Manage the oversight of PRC 29 and PRC 118 Grants
- Maintain good attendance
- Maintain an up-to-date google calendar and share when requested
- Sign in and out of each building upon entering and leaving

Professional Growth and Ethics

- Maintain a professional conversation when attending events outside the school
- Refrain from social media comments relating to schools, staff, departments
- Participate in continuing education for professional development to ensure practice consistent with best practice and to meet N.C. Licensure requirements
- Use professional literature, evidence based research, and continuing education content to make practice decisions
- Use professional Code of Ethics and standards of practice to guide ethical decision making in practice

Professional Development

- Participate in professional development opportunities/activities specific to the area of responsibility to improve knowledge and skills
- Attend district, local, state and regional meetings as requested
- Attend trainings for evidence based programs as requested
- Provide staff development training activities to school staff on behavior management, classroom management, CPI, de-escalation techniques, development of FBA and BIP, data collection, autism, etc

Knowledge, Skills, and Abilities

- Knowledge of EC, behavior principles, autism principles, MTSS methods and evidence based practices
- Knowledge of effective practice, outcomes based intervention and their proper application in the educational environment
- Ability to plan, implement, administer and coordinate behavioral and autism best practices and programs
- Ability to select and administer appropriate assessment tools and interpret results of assessment when appropriate
- Ability to select and provide a wide range of behavioral and autism intervention strategies and monitoring their effectiveness
- Ability to plan, coordinate, and provide training and continuing education (both formally and informally) to parents, school administration, school staff, and community agencies
- Knowledge of current legal mandates including Federal and State law, compliance issues, and confidentiality requirements
- Ability to use professional literature, evidence based research, and continuing education content to make practice decisions
- Adhere to laws, policies, procedures and ethical standards
- Have reliable transportation in order to transition to numerous school locations

- Attend meetings that may extend beyond the typical work hours without the expectation of trade time or compensation
- Ability to meet timelines determined by EC Director

Physical Requirements

- Ability to travel between schools/sites.
- Normal routine levels of activity related to bending, carrying, climbing, hearing, reaching, sitting, standing, vision and walking, and may also involve above-average levels of activity at times that cannot always be anticipated
- Ability to lift and carry materials that could exceed 35 pounds and the ability to meet the physical needs of students

Other duties as assigned

As mandates change the job description might need to be updated

By signing you are acknowledging you have received and reviewed this job description

Signature _____

Date _____