



**NORTH ALLEGHENY SCHOOL DISTRICT**

**JOB PROFILE: POSITIVE BEHAVIOR SUPPORT SPECIALIST**  
Reports to: Coordinator of Special and Gifted Education

**Classification:** Professional

**Hours/Day:** 7.75

**Days/Year:** 194

***Purpose/Summary***

The Positive Behavior Support Specialist serves in a leadership role to provide guidance, professional development, and support for the District's special education program. Specialized programs may include, but are not limited to, Autistic, Life Skills, or Multiple Disabilities Support. To analyze student behavior concerns, conduct Functional Behavior Assessments, and assist the Individualized Education Program (IEP) team in developing and implementing Positive Behavior Support Plans (PBSP). To promote students' behavior, social, emotional, physical, and intellectual growth both in and out of the classroom. To create and maintain collaborative rapport with parents, agencies and other staff members.

***Essential Duties and Responsibilities***

- Observes and evaluates student academic performance, behavior, and social development.
- Provides leadership and direction to building teams in the areas of design, implementation, coordination, and evaluation of behavior support programs.
- Assists directly with the management of severe behaviors in order to demonstrate appropriate methods for de-escalating and redirecting unwanted student behaviors.
- Collaborates and communicates with parents, education personnel, and other service providers to develop and implement plans for students.
- Collects data, facilitates and coaches teams through the development and implementation of Functional Behavior Assessments (FBAs)/Positive Behavior Support Plans (PBSP), and crisis plans for identified students.
- Assists in the implementation of the behavioral goals of the IEP and/or PBSP, including using appropriate resources and technology.
- Assists staff in the following: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
- Maintains, completes, and communicates accurately all reporting requirements including Special Education paperwork (e.g. restraint and seclusion, assessments, behavioral data), data, and student files, in compliance with federal and state regulations and District Policies and Procedures in an accurate and timely manner.
- Consults with teachers and paraprofessionals in accordance with student programming and coach school personnel on research-based methods of classroom management and behavioral strategies.
- Works in a collaborative manner with peers and school personnel to ensure successful and efficient transitioning for students to return to his/her home school to include the creation of Transition Plans.
- Presents professional development for administrators, teachers, and support staff on behavior intervention and anger management, as well as other topics, and support the staff.
- Provides support and informational workshops to parents.
- Completes other duties as assigned by the Administration.

***Education and/or Experience***

Bachelor's degree from an accredited institution.  
Master's degree from an accredited institution in Behavior Analysis, Clinical Psychology, Behavior Psychology, Social Work, or related field preferred.  
Trained in District approved positive behavioral strategies used to prevent or de-escalate behavior preferred.  
Any equivalent combination of education and experience which provides the required knowledge, skills, and abilities to perform the essential duties and responsibilities of the position.

*Preparing All Students for Success in a Changing World*

**Certifications, Licenses, Registrations**

- Child Abuse History Clearance
- PA Criminal Record Check
- FBI Fingerprint Clearance
- Act 126: Mandated Reporter of Child Abuse Training through approved provider established by the Pennsylvania Department of Education
- Act 168: Sexual Misconduct Abuse Disclosure Release

**Qualification Requirements**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The requirements listed below are representative of the knowledge, skill, and/or ability required.*

**Knowledge and Abilities**

Knowledge of current research, theory, and instructional practices and ability to apply that knowledge to positively impact learning and behavior. Maintain an expert level of current behavior intervention techniques. Knowledge of federal and state special education regulations and laws and ability to apply all aspects of this information. Ability to think critically and problem-solve, especially as it relates to human learning and behavior. Knowledge of educational protocol and procedures and ability to implement these processes into the classroom setting.

*Academic Skills* – Knowledge of curriculum writing, assessment, principles and methods of curriculum and instruction, and strategic planning. Knowledge of classroom management, social development, assessment, and evaluation. Knowledge of special education and ability to adapt instruction as it relates to the general classroom environment. Knowledge of brain research and ability to understand and apply this information to teaching. Knowledge of discipline policies and ability to make decisions to appropriately manage student behavior.

*Language Skills* – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar. Must possess the ability to use the language in both oral and written form. Be able to listen to and understand information and ideas presented through spoken words and sentences. Be able to communicate information and ideas in speaking so others will understand. Ability to read, analyze, and interpret professional journals.

*Math Skills* – Knowledge of arithmetic, algebra, geometry, statistics, and their applications. Possess the ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Possess the ability to analyze and interpret data, particularly test scores.

*Technology Skills* – Be able to utilize programs such as Microsoft Office and the District grading/attendance packages. Be able to access, generate, and analyze student assessment data. Utilize email, the Internet, and Intranet. Utilize Smart Boards and coordinating technologies. Be able to generate electronic lesson plans and templates to gather data for Excel reports. Implement the use of technology throughout the instructional process.

*Reasoning Abilities* – Ability to understand and interpret state and national standards and to integrate those standards effectively throughout the curriculum of a high performing school district. Ability to observe students and to evaluate student data to make decisions that improve the instructional process.

**Other Skills and Abilities**

- Maintain a high emotional energy and display enthusiasm for the special education teaching and learning environment.
- Develop effective coping strategies for dealing with the high expectations, frequent demands, and significant responsibility of the position.
- Possess imagination, patience, creativity, sound judgment, logical reasoning, and analytical and problem-solving capabilities.
- Ability to react quickly in volatile situations and maintain composure even under stressful conditions.
- Ability to advocate for students to create a positive learning environment.
- Ability to make equitable decisions with sound emotional judgment.
- Ability to concentrate with numerous interruptions.
- Ability to understand and facilitate needs of various personality types.
- Ability to communicate effectively with a variety of audiences, orally and in writing, including electronic media.
- Ability to maintain effective working relationships with students, parents, staff, and the community.
- Ability to organize, prioritize, and manage work assignments in an efficient manner and within established timeframes.
- Ability to perform duties with awareness of all District policies and professional obligations.


**Physical Demands**

When performing activities throughout the day related to the educating of students, the teacher spends the majority of the day standing in the classroom. He or she must walk through the classroom and be able to maneuver in tight spaces between desks, etc. Dealing with the students can entail kneeling or squatting, stooping, and bending from 50-70 degrees at the waist on an occasional to frequent basis.

Must be able to exert up to 50 pounds of force occasionally and/or up to 20 pounds of force as frequently as needed to move objects (textbooks and materials). The Specialist often moves children's desks and chairs to change the layout of the classroom to influence the learning situation. The Specialist must see and hear on a continuous basis as well as speak frequently. Positions may vary from standing, sitting, or walking. On a rare occasion it may be necessary to move quickly, run, etc. over smooth to uneven surfaces such as on asphalt, pea gravel, the playground, or grass. The Specialist must have manual dexterity to use office equipment, manipulate books and other learning materials, and assist students with various activities. Repetitive movement of fingers and hands for keyboarding. In certain circumstances, the Specialist may be directly responsible for performing physical acts in protection of students or others.

*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. This position is considered to be a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupation Title, Fourth edition published by the US Department of Labor. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

<b>Sedentary (S)</b>	<b>Light (L)</b>	<b>Medium (M)</b>	<b>Heavy (H)</b>	<b>Very Heavy (V)</b>
Exerting up to 10 lbs. occasionally or negligible weights frequently; sitting most of the time.	Exerting up to 20 lbs. occasionally, 10 lbs. frequently, or negligible amounts constantly or requires walking or standing to a significant degree.	Exerting 20-50 lbs. occasionally, 10-25 lbs. frequently, or up to 10 lbs. constantly or requires frequent running or climbing.	Exerting 50-100 lbs. occasionally, 25-50 lbs. frequently or up to 10-20 lbs. constantly.	Exerting over 100 lbs. occasionally, 50-100 lbs. frequently or up to 20-50 lbs. constantly.

<b>Work Environment</b>				
The work environment will vary from potentially very loud situations such as cafeterias and playgrounds to more moderate situations such as classrooms or large group professional settings. The majority of time will be spent indoors with consideration for adaptability to all weather conditions related to outdoor activities and/or travel. The employee must be able to work in air-conditioned and heated environments under florescent lighting.				
<b>Primary Work Location</b>				
Office Environment		Shop		
Classroom/Building		Vehicle		
Outdoors		Travel		
<b>Positive Behavior Support Specialist Physical and Non-Physical Demands Key</b>				
<b>C - Continuously</b>	<b>F - Frequently</b>	<b>O - Occasionally</b>	<b>R - Rarely</b>	<b>N - Never</b>
2/3 or more of the time	From 1/3 to 2/3 of the time	Up to 1/3 of the time	Less than 1 hour per week	Never occurs
<b>Standing</b>	<b>C</b>	<b>Crawling</b>	<b>R</b>	
<b>Sitting</b>	<b>O</b>	<b>Bending</b>	<b>F</b>	
<b>Walking</b>	<b>C</b>	<b>Twisting</b>	<b>R</b>	
<b>Lifting</b>	<b>O</b>	<b>Climbing</b>	<b>R</b>	
<b>Carrying</b>	<b>O</b>	<b>Balancing</b>	<b>O</b>	
<b>Pushing/Pulling</b>	<b>O</b>	<b>Vision</b>	<b>C</b>	
<b>Reaching</b>	<b>O</b>	<b>Hearing</b>	<b>C</b>	
<b>Handling</b>	<b>O</b>	<b>Talking</b>	<b>C</b>	
<b>Fine Dexterity</b>	<b>C</b>	<b>Foot Controls</b>	<b>R</b>	
<b>Kneeling</b>	<b>F</b>	<b>Teamwork</b>	<b>C</b>	
<b>Crouching</b>	<b>F</b>	<b>Tedious or exacting work</b>	<b>F</b>	
<b>Time Pressures</b>	<b>C</b>	<b>Noisy or distracting environment</b>	<b>F</b>	
<b>Emergency Situations</b>	<b>F</b>	<b>Other (Specify):</b>		
<b>Frequent Change of Tasks</b>	<b>F</b>	<b>Other (Specify):</b>		
<b>Irregular Work Schedule/Overtime</b>	<b>R</b>	<b>Other (Specify):</b>		
<b>Multi-Tasking</b>	<b>C</b>	<b>Other (Specify):</b>		
<i>The information contained in this job description is for compliance with the American 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.</i>				
<b>Director of Human Resources Signature</b>				
<b>Date of Approval</b>		3/24/26		