



Tolleson Union High School District #214
Behavior Specialist

Purpose

The role of the Behavior Specialist is to assist in the instruction of individual or small groups of students in a variety of subject areas; assisting in the implementation of a behavior modification program; monitoring and reporting student behavior and performance; and performing a variety of clerical duties as assigned.

Qualifications

Required:

1. Associate degree in psychology or related field or 60 or more college credits in a related field.
2. Fingerprint Clearance through the Arizona Department of Public Safety.
3. Obtain and maintain First Aid and C.P.R. certification.
4. Demonstrated understanding of federal and state special education laws.
5. Demonstrated understanding of inclusive education and differentiated instruction.
6. Demonstrated understanding of behavior management techniques and methods.
7. Ability to assess learning and communicates results.
8. Must collaborate with Students, Parents, and Staff.
9. Minimum of three-years work experience in education and/or mental health.
10. Must possess computer skills including Word, Excel, and Power Point.
11. Ability to maintain confidential materials and information.

Preferred:

1. Bachelor's degree in psychology or a related field including six to nine units in the Applied Behavior Sciences, specialized training in managing aggressive and noncompliant behavior.
2. Bilingual in English and Spanish.

Essential Functions

1. Ability to work cooperatively and collaboratively with others, demonstrate self-discipline and initiative, follow state and district guidelines.
2. Adapts classroom activities, assignments and/or materials, under the direction of the teacher, for the purpose of providing an opportunity for all special education students to participate in classroom activities.
3. Administers physical restraint and first aid as needed for the purpose of maintaining a safe and effective educational environment.
4. Administers tests, homework, make-up work, etc. for the purpose of assisting teacher in evaluating students' progress and/or recognizing the individual needs of the student.

5. Implements behavioral plans designed by IEP team for students with behavior disorders or other conditions for the purpose of assisting in meeting special education students' needs and providing a consistent environment.
6. Maintains students' files, records, confidential data, etc. for the purpose of documenting activities and/or providing reliable information.
7. Monitors students' performance in a variety of locations according to program guidelines for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
8. Participates in meetings, program special events, training and/or workshops (e.g., community sponsored events, on behalf of students, trains staff, award ceremonies, career events, etc.) for the purpose of receiving and/or conveying information.
9. Prepares documentation (e.g., reports, instructions, memos, etc.) for the purpose of providing written support and/or conveying information.
10. Promotes the program to the business community, students, participants, teachers, parents, etc. for the purpose of defining the program objectives and opportunities for participation.
11. Responds to inquiries for the purpose of solving problems, providing information and/or referral.
12. Escorts students as needed and/or assigned for the purpose of assisting them in preparing for testing, interviews, and obtaining proper documentation to meet program objectives.
13. Tutors students in vocational skills for the purpose of enhancing their readiness for employment.
14. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills based on competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job include: positive behavioral intervention techniques; current methodologies, communication systems and intensive data driven programs related to students with behavior problems; problems and concerns of students with special needs; theory and techniques of Applied Behavior Analysis; instructional methods and techniques; curriculum, goals and objectives of the department; report writing techniques; correct English usage, grammar, spelling, punctuation and vocabulary; applicable laws, codes, regulations, policies and procedures; and principles of training and providing work direction.

ABILITY is required to schedule activities and gather and/or collate data. Flexibility is required to independently work with others in a wide variety of circumstances and work with data

utilizing defined and similar processes. Ability is also required to work with a diversity of individuals and/or groups. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines. Specific abilities required to satisfactorily perform the functions of the job include: develop and implement effective Behavioral Intervention Plans (BIP'S) including data collection and program development; assess student skill areas and behavioral challenges; understand and relate to children with special needs; implement various communication systems and appropriate methodologies; provide staff training and lesson progression consultation; develop transition plans to facilitate independent functioning in the classroom; monitor lesson progression of students; analyze situations accurately and adopt an effective course of action; communicate effectively both orally and in writing; establish and maintain cooperative and effective working relationships with others; work independently with little direction; prepare reports related to assigned activities; interpret, apply and explain applicable laws, codes, regulations, policies and procedures; operate a variety of office equipment including a computer and assigned software; train and provide work direction to others; and meet schedules and timelines.

Responsibility

Responsibilities include: working independently under direct supervision using standardized routines; leading, guiding, and/or coordinating others; and operating within defined budget. There is continual opportunity to significantly impact the Organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; frequent climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant finger dexterity. Generally, the job requires 30% sitting, 40% walking, and 30% standing. The job is performed under some hazardous conditions and in a clean atmosphere. Working conditions may require work to be performed in both the field with extreme weather conditions and in an indoor environment with minimal temperature variations and some hazardous conditions. The noise level in the work environment is usually moderate but can reach high levels.

Reports to:	Director of Exceptional Students Services, Campus Principal
Terms of Employment:	Nine months, full-time
Evaluation:	This position is evaluated annually as outlined in Governing Board Policy
FLSA Status:	Non-Exempt
Salary:	Support Staff Salary Schedule, Grade 21
Board Approval:	May 28, 2024 (Revised)