



NOTICE OF INTENT TO EMPLOY
Posting 2022-02

Position Open: March 8, 2022
Closing: Until filled

JOB TITLE: Behavior Consultant
DEPARTMENT: Special Education
REPORTS TO: Supervisor of Special Education
WORK LOCATION: ESA and Local Classrooms
WORK SCHEDULE: School Year Calendar, ESY Opportunities
SALARY SCHEDULE: Per Master Agreement

SUMMARY

The primary job duties of the Behavior Consultant is to assist local school staff so that they are better able to understand, support, prepare for and educate students challenged with behavior and related needs. The over-all purpose is to support the local districts efforts to assist/support their staff in more effectively addressing behavioral needs through demonstration, training, and materials. The unique role of the Behavior Consultant is to train, build capacity, and assist local district teams with the development and implementation of Behavior Intervention Plans. This may be most evident in direct support, development of routines and procedures, and enhancing environmental supports through accommodations and modifications. The Behavior Consultant trains, leads, and models the appropriate methods to support students in the school setting who display behavioral challenges.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provides consultant services to individual students in local districts who are in the PK-P5 setting and have an IEP.
- Provides professional development activities to district personnel in the collection of data, Functional Behavior Assessments, and Behavior Intervention Planning
- Serves as a liaison between school, community agencies, and families

- Supports and models appropriate PBIS strategies and supports the Multi-Tiered Systems of Support for behavior
- Participates in the development of Behavior Intervention Plans for students
- Demonstrate and model effective practices for students with behavioral challenges
- Provide hands on training for staffs working on behalf of students with Behavioral Difficulties.
- Provide material supports as requested by local teams
- Help instructional staffs better understand in practice the unique needs and perspective students with behavioral challenges
- Demonstrates use of effective data collection for complex behaviors
- Produce and provide appropriate and effective materials.
- Communicate effectively with local district teams and supervisors working in a variety of settings
- Communicate in a professional and courteous manner with students, parents, and service providers
- Be familiar with and follow student, building, and district procedures
- Maintain accurate, organized records
- Leads collaborative problem-solving teams
- Trains teams in professional development programs deemed appropriate by supervisors
- Leads systematic assessment of student needs and progress with evidence-based interventions
- Leads and models for instructional staff with the implementation of specialized, instructional materials and strategies
- Leads and models the implementation of behavior plans and behavior support systems needed to improve student functioning
- Develops capacity for local district staff
- Support students in the PK-P5 setting focusing on students who are emotionally impaired
- Capacity to be a Trauma Informed, PBIS, START and First Aid Mental Health Trainer for the County
- Regular in-person attendance

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.

QUALIFICATIONS

Education:

Masters Degree Preferred in related field

Experience:

- Experience in working with students who are behaviorally challenged and or have demonstrated need for behavior intervention
- Experience should include implementing evidence-based best practices with a variety of students with behavioral challenges, particularly those who have severe behavior challenges

- Evidence of special training relative to Trauma, Behavior Interventions, etc.
- Non-Violent Crisis Intervention through CPI, ability to become certified as a trainer

Certificates, Licenses, Registrations: Certified ASD or Emotional Impairment Teacher, School Psychologist, School Social Worker, or related field preferred

Other knowledge, skills and abilities:

- Proficient in use of office equipment and essential computer software.
- Communication skills – ability to express ideas clearly and concisely, in writing and verbally.
- Interpersonal skills – cooperative, courteous, flexible, helpful and represent the organization well.
- Effective work skills – conscientious, persistent, resourceful, and productive.
- A moderate amount of mobility is required.
- This position may involve periodic lifting and carrying of materials weighing up to 50 pounds.
- It is anticipated that some stress will be associated with this position primarily due to deadlines and communication under sometimes difficult circumstances. It is necessary that the individual has the capacity to remain calm, considerate, and tactful.

PHYSICAL DEMANDS

Must have the ability to respond appropriately to challenging student behavior with a calm, non-judgmental manner.

WORK ENVIRONMENT

The employee will work in a variety of settings such as normal office environment, special education classroom environment, home environment, etc.

POSITION TYPE/EXPECTED HOURS OF WORK

Employee is expected to work 5 days per week, Full Time during the school year.