

AUTISM/BEHAVIOR SPECIALST STANDARD POSITION DESCRIPTION

Position Title: Behavior Specialist
Reports to: Student Support Services Administrator
Bargaining Unit: Yes

Location: Student Support Services
FLSA Status: Exempt

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The Autism/Behavior Specialist provides assistance to school teams to support students with emotional and behavioral difficulties in their adjustment to school. This includes consultation, providing training for staff, designing student interventions, communicating with families and collaboration with outside professionals. The Autism/Behavior Specialist helps coordinate Functional Behavioral Assessments (FBA) and Behavior Support Plans (BSP) that address students' behavior needs and identifies, models and promotes ways to help students become academically successful. The Autism/Behavior Specialist provides classroom and school-wide behavior management strategies.

Part II: Supervision and Controls over the Work:

The employee works with a high level of independence and professional discretion under the general supervision of a designated administrator. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities:

1. Assist building and district staff in defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for diminishing behavior; and identifying antecedents.

2. The teacher works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students. Including facilitation

of team meetings that: design behavior intervention plans, address classroom organization, effective instruction, social skills instruction and ethical issues.

3. Provides leadership, training and consultation with teachers and staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.

4. Promote highly specialized positive behavior interventions in which “at risk” students thrive: behavior instruction that is explicit, intensive accelerated and provides ample practice. Work cooperatively with school administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classroom.

5. Provide information to the IEP Team regarding how the student’s behavioral characteristics might impact his/her ability to learn

6. Takes action, or assist in taking action, to seclude or restrain students who are at risk of harming themselves or others by following school/district-approved restraint/seclusion procedures

7. Engage parents in the “student behavior intervention plan” process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.

8. Provide consultation to school staff working with students with emotional and behavioral difficulties in the following areas: communication, behavior, organization, use of visual systems, self-management, sensory needs, social skills and the design of the physical environment in the classroom setting

9. The teacher participates in professional learning opportunities in support of District-wide mission, vision and goals.

10. Apply a variety of strategies to facilitate team effectiveness (e.g., collaboration, problem solving, leadership, meeting management, conflict resolution)

11. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicidal ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.

12. The teacher assists in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

13. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.

14. Evaluate and maintain student records, reports and information regarding “best practices” in the field of child development.

15. Provide specially designed instruction to students based on immediate student and program needs throughout the district.

16. The teacher will perform such other duties and responsibilities as are assigned.

Part IV: Minimum Qualifications:

- Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Successful completion of a teacher certification program at an accredited college or university, and valid state certification(s) and/or endorsement(s). Special Education endorsement or Oregon School Psychologist license required.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Demonstrated content knowledge for subjects/levels being taught.
 - Minimum of three years of experience in working with students with emotional and behavioral challenges.
 - Knowledge and skills in positive behavior interventions and supports, function-based intervention planning for developing behavior change strategies that focus on reducing problem behavior and increasing more appropriate behavior.
- Proficient skills and knowledge of techniques in the use of assessment and assessment data to inform instruction and prescribe work plans for individual students
- Ability to effectively communicate verbally and in writing with parents, students, and staff.

- Commitment to effective collaboration and teaming within a professional learning community.
- Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
- Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
- Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
- Knowledge and skill in the use of strategies necessary to meet the diverse needs of students.
- Knowledge and skill in culturally responsive teaching and learning.
- Valid Oregon Driver's license, Automobile insurance that meets requirements as set by North Clackamas School District and personal vehicle for travel throughout the geographic area of assignment.
- Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

- Successful experience teaching in a diverse student environment.
- Successful experience in the grade level(s) and/or content area(s).
- Bilingual skills

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. The

employee may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.

12/13/18