

BEHAVIOR SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: The works involves providing training, dissemination of information, consultation and resources related to the behavior management of students with disabilities in the least restrictive environment to teachers of school age students and pre-school students with disabilities, general education classroom teachers, administrators, and related service providers.

EXAMPLES OF WORK: (Illustrative only)

- Provides consultation to classroom teachers, administrators, student support teams and others regarding individual situations and students;
- Identifies, designs, schedules, publicizes, conducts, and evaluates the results of in-service training sessions;
- Plan and implement in depth staff training (teacher's, teacher assistants, bus drivers, monitors, security, administrators and others) on CPI – Crisis Prevention Intervention, which demonstrates de-escalation strategies, behavior techniques, provides non violent crisis prevention strategies and models physical restraints;
- Offer consultation for all administrators and staff regarding high needs or “at-risk” students who are experiencing ongoing concerns;
- Provide classroom consultation, support and feedback on classroom management techniques and individual strategies for students;
- Observe and assess the behavior of high risk students and offer feedback on behavioral approaches currently being used as well as helping staff brainstorm new strategies;
- Provide support to all staff towards completion of Functional Behavior Assessments and Behavior Intervention Plans as assigned;
- Review all completed Functional Behavior Assessments (FBA) and Behavior Intervention Plans, offer feedback and communicate to staff on the plan's status and implementation timeline;
- Keep a record or data bank regarding plan status and send updated information and charts to the building staff / administrators;
- Maintain binder of the FBAs and BIPs for each building with ongoing information and data;
- Send each Principal (and/or Assistant Principal) a copy of all plans and send updated BIP information on students in their building;
- Arrange and/or coordinate prevention services for high risk students that have BIPs;
- Attend Manifestation Determination hearings on students as needed;
- Conduct individualized training for other specific areas (i.e. behavior data collection);
- Maintain restraint trainer certification in Therapeutic Crisis Intervention;
- Perform other duties as assigned by the Director of Special Programs.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS: Good knowledge of behavior management techniques with adolescents and children with emotional disabilities and autism including those with volatile and assaultive capabilities; good knowledge of mentoring and leadership techniques; good knowledge of student behavioral plan development; ability to develop and implement strategies to ensure communication and continuity for intensive management classroom interventions and student consequences; ability to act in a lead capacity and as a mentor to Student Behavioral Assistants; analytical ability; ability to communicate effectively orally and in writing; ability to establish and maintain professional relationships with special education teachers and administrators; objectivity; good judgment; tact; courtesy; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS:

Graduation from a regionally accredited or New York State registered college or university with a Bachelor's Degree in Education, Counseling, Psychology or a closely related field **AND** two (2) years experience in behavioral consultation and/or crisis training in an educational setting.