

Union Public Schools Job Description

Position Title: Behavior Management Specialist (Support)
Department: Special Services
Reports To: Executive Director of Special Services and District Board Certified Behavior Analyst

FLSA Designation: Non-exempt

SUMMARY: The behavior management specialist observes and records data on students' behaviors, implements interventions to change such behaviors, overtime while collaborating with the district's board-certified behavior analyst.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Assists with the implementation and monitoring of Behavior Intervention Plans (BIPs) and skill acquisition programs under the close, ongoing supervision of a BCBA.
- Ability to read and identify the essential components of a written Behavior Intervention Plans for an Individualized Education Program (IEP) as it relates to behavior areas of need.
- Provides modeling and training to teachers and paraprofessionals on how to implement Behavior Plans.
- Assists staff in implementing proactive strategies for supporting student behavior.
- Develops and implements behavior plans for assigned students.
- Works with students one-on-one or in large group settings to support communication, social, and daily living skills.
- Collects and records data on assigned student's behavior and provide data collection to board certified behavior analyst or school psychologist.
- Works closely with school site teams (site administrator, school psychologist, counselor, teacher) to communicate progress and any concerns that arise.
- Treats students with respect and dignity.
- Maintains student confidentiality.
- Participates in District in-service training workshops.
- Works well with both supervisors and other members of the team.
- Maintains consistent and punctual attendance.
- Performs other duties assigned by supervisor or administrator, including the principal or designee.

SUPERVISORY RESPONSIBILITIES: None.

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

EDUCATION and/or EXPERIENCE: High school diploma or general education degree (GED), minimum of 48 hours college required.

CERTIFICATES, LICENSES, REGISTRATIONS: In the process of obtaining a Behavior Analyst Certification Board (BACB) certification as Registered Behavior Technician (RBT) or Board-

Certified assistant Behavior Analyst (BCaBA) and successful completion of the certification in District-approved safety management program.

LANGUAGE SKILLS: Ability to read, write, and comprehend simple instructions, short correspondence and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students, and administrators.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out written and oral instructions. Ability to work with emotionally, physically and/or mentally impaired students. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the school community. Ability to perform duties with awareness of all District requirements and Board of Education policies.

OTHER SKILLS AND ABILITIES: None.

PHYSICAL DEMANDS: *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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Ability to lift and/or move up to 10 pounds (such as adaptive equipment and supplies). Ability to frequently push/pull up to 90 pounds (such as carts loaded with supplies). Ability to reach with hands and arms. Ability to stand, walk, talk, and hear for long periods of time. Ability to sit, use restraint, use hands to finger, handle, or feel objects, tools, or control; climb or balance; and stoop, kneel, crouch or crawl. Ability to locate specific sounds in a noisy environment. Ability to maintain general health in an environment that exposes the employee to a greater infection risk than average.

WORK ENVIRONMENT: *The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level is usually moderate to loud. The employee continuously interacts with the public and other staff and often meets multiple demands from several people.