



YAZOO COUNTY SCHOOL DISTRICT
District-Wide Positive Behavior Specialist
JOB DESCRIPTION

POSITION TITLE: District-Wide Positive Behavior Specialist

TITLE of SUPERVISOR: Assistant Superintendent

SALARY: Salary is reflective of the Yazoo County School District Salary Schedule.

QUALIFICATIONS:

- (1) Master's Degree/Specialist Degree and/or Doctorate Degree are preferred;
- (2) Background in counseling and/or psychology is preferred;
- (3) Experience in working with students with special needs which may present challenging situations;
- (4) At least five years of experience in school counseling; day treatment; and/or residential counseling is preferred;
- (5) If qualification number four can't be achieved, a background or undergraduate minor in psychology is preferred; and
- (6) An administrative endorsement is advantageous; however, not required.

GENERAL DUTIES AND RESPONSIBILITIES AS THEY RELATE TO ALL STUDENTS):

- (1) Observe and assess students' behavior in a deemed crisis situation;
- (2) Communicate with students' teachers, caregivers, and families to implement intervention plans and cross-training with educators;
- (3) Observe students in their respective educational environment – analyzing data and conducting appropriate screeners to aid in the success of the student;
- (4) Model implementation of behavior programs and strategies in the school environment;
- (5) Facilitate transition activities for specific subgroups groups of students, where applicable and appropriate, providing modifications and adaptations as they relate to support student success;
- (6) Monitor and record progress in terms of, for example, targets on a student's Tier III intervention in terms of a behavior/behavior related intervention within the MTSS Systems of Support;
- (7) Maintain student confidential records and progress reports regarding behavior challenges;

- (8) Collaborate with other general education teachers, special education teachers, school site administrators, and counselors regarding possible strategies to de-escalate behaviors occurring with a student;
- (9) Report possible cases of child abuse, neglect and/or endangerment to the proper authorities when appropriate;
- (10) Help to determine behavior capabilities of specific students as they function at home and in school to increase their success;
- (11) Coordinate between teachers and parents to implement behavioral interventions and provide cross-training to multiple teachers as well as parents when appropriate;
- (12) Analyze behavioral interventions, through the interpretation of data, to determine student success to make future decisions in terms of levels of support needed;
- (13) Assist students in identifying inappropriate behaviors and develop behavior alternatives;
- (14) Design, and implement through role play, classes, programs, and special curriculum to meet the individual needs of students;
- (15) Possess great communication skills, both written and verbal, particularly with parents and education professionals;
- (16) Possess a basic understanding of instructional methods and education curriculums and provide instructional coaching routines to teachers to ensure student success;
- (17) Provide educational training to parents on behavior modification techniques and strategies;
- (18) Consult and collaborate with other school personnel in gathering and giving information on a case and in establishing and planning for respective roles in the modification of the student's behavior;
- (19) Provide consultation, in the development and implementation of classroom management programs, throughout the special education programs as well as general education classrooms;
- (20) Conduct in-service training/professional development for school staff on relevant topics as warranted; and
- (21) Help to identify and assess behavioral difficulties of children that interfere with their attendance, adjustment, academics and achievement in school.

SPECIFIC DUTIES AND RESPONSIBILITIES AS THEY RELATE TO SPECIAL EDUCATION STUDENTS:

- (1) Work within the special education department of the Yazoo County School District to intervene with students who have behavior challenges;
- (2) Assist in case management of those students who have behavior, social-emotional, and/or any other goals which constitute mental, social, and emotional health services;
- (3) Assist in case management of those students who continue to see respective counselors on school sites; however, they have goals involving social skills instruction that counselors and/or speech pathologists carry out as prescribed by the IEP document;
- (4) Deliver FBA assessment paperwork and provide assertive timelines and guidance to needed classrooms, counselors, and/or administrators and provide training as to how to complete the ABC Recording Charts and their rationale and role for the FBA;
- (5) Develop the BIP (Behavior Intervention Plan) for students who have been the subject of a Functional Behavior Assessment and may or may not have an IEP;
- (6) Observe and assess students' behavior in a deemed crisis situation;
- (7) Communicate with students' teachers, caregivers, and families to implement behavior goals and cross-train; if appropriate and warranted;
- (8) Monitor and record progress in terms of, for example, goals on a student's IEP;

- (9) Measure goals and objectives of Behavior Intervention Plans to ensure they are being met and revise if warranted;
- (10) Communicates with parents and case managers in regard to students' progress where appropriate;
- (11) Provide data to SPED teachers, regarding progress monitoring, to document reporting of progress;
- (12) Monitor and revise special education programs designed for specified children;
- (13) Possess an understanding of behavioral characteristics associated with behavior disorders, autism, intellectual disabilities, traumatic brain injuries and/or other behavior issues;
- (14) Possess the ability to train other people to apply behavior management techniques effectively;
- (15) Possess the knowledge of and knows how to work with various support systems, and other inter-agencies, that are available in a community;
- (16) Know and understand state and federal laws and regulations associated with special education and special education students;
- (17) Establish relationships with parents to provide information and support for student transitions to the least restrictive environment;
- (18) Provide training to school personnel in the special education environment to help facilitate social-emotional and behavioral progress with students; and
- (19) Provide consultation for IEP teams to support student placement in his/her least restrictive environment.

COMPETENCY IN METHODS AND PRACTICE:

- (1) Possess excellent interpersonal skills;
- (2) Possess the ability to handle emotionally charged situations;
- (3) Communicates effectively, verbally and in writing, with members of the IEP team, and building administration and staff;
- (4) Organizes time, energy and workload in order to meet responsibilities and complete paperwork with due consideration for the priorities among the various responsibilities;
- (5) Maintains a clear sense of overall goals, objectives, and tasks of a behavior specialist and successfully interprets these to school personnel to maintain primary professional activities and competencies;
- (6) May participate in team meetings and IEP conferences including pre-referral interventions, placements, IEP's and annual reviews when warranted;
- (7) Strives to improve professional expertise in area of specialization;
- (8) Observes and follows all Yazoo County Special Education Department policies and procedures;
- (9) Exhibits professionalism and commitment through punctuality and attendance; and
- (10) Participates and performs in other duties as assigned by Yazoo County School District.

THE SPECIFIED WORK ENVIRONMENT CAN/WILL INCLUDE:

- (1) Time will be spent working in all four schools in the Yazoo County School District;
- (2) Must be able to travel to different locations; usually within the county;
- (3) Must be able to travel to students' homes to meet with parents or other caregivers when deemed appropriate and accompanied by a school site administrator and/or the SRO (School Resource Officer);
- (4) Maintain a school office environment to make sure that FERPA guidelines are met with individual and small groups of students; and

- (5) Maintain a school office environment to make sure that the required paperwork is completed in a timely manner.