



# Pickens County Schools

## Job Descriptions

### **BEHAVIOR SPECIALIST**

**Title/Position:** Behavior Specialist

**Retirement:** Teacher Retirement System of Georgia

**Terms of Employment:** 190 Days

**Salary:** Certified Salary Schedule

**Reports to:** Director of Special Education

- Qualifications:**
1. Minimum of five years successful classroom teaching experience in which the teaching of “at risk” and/or “behaviorally challenged” students was an important responsibility for the position OR comparable experience.
  2. Extensive knowledge in research based instructional strategies and ability to implement them effectively.
  3. Extensive knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function –based interventions, and Behavior Intervention Plans (BIP) for developing behavior change strategies that focuses on reducing problem behavior and increasing more appropriate behavior.
  4. BCBA preferred

**Evaluation:** Performance of this job will be evaluated annually in accordance with provisions of the Board’s Policy on evaluation.

#### **RESPONSIBILITIES**

- Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
- Facilitate team meetings with the identified student’s teachers and parents for the purpose of completing a Functional Behavioral Assessment, design Behavior interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support; and factors that affect effectiveness including social validity and treatment integrity.
- Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
- Promote highly specialized positive behavior interventions in which “at risk” students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.

- Use ongoing assessments to maintain a record of student progress.
- Provide recognition of a variety of student accomplishments and positive behaviors.
- Work cooperatively with building 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 classrooms.
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
- Review behavior referrals and data reports
- Provide leadership to others through example and sharing of knowledge/skill
- Extensive knowledge of de-escalation techniques (MindSet is preferred).

**Note:** The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.