

# HOOD RIVER COUNTY SCHOOL DISTRICT JOB DESCRIPTION

## JOB TITLE: Behavior Specialist

**Job Purpose Statement(s):** A "Behavior Specialist" collaborates with various schools within Hood River County School District to assess and develop behavioral interventions for students with disabilities, preschool through post-high school. The Behavior Specialist reports to the Director of Special Education, but coordinates his/her work with the School Psychologists.

### Essential Job Functions:

- **Assesses** students' functional behavior capabilities within classroom and/or home environment for the purpose of designing behavioral interventions.
- **Demonstrates** strong foundation in applied behavior analysis.
- **Designs and interprets** functional behavior analysis and multi-faceted behavior interventions. Uses data to make informed decisions regarding student behaviors.
- **Facilitates** communication between students and/or parents with teachers and/or other personnel for the purpose of developing and implementing behavior plans and interventions, solving problems and/or resolving conflicts.
- **Intervenes** in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- **Participates** in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements.
- **Possesses** excellent interpersonal skills, effective oral and written communication skills, the ability to handle emotionally charged situations and a basic understanding of educational curriculum and instructional methods.
- **Prepares** documentation (e.g. evaluations, observations, progress reports, contacts with parents, teachers and outside professionals, etc.) for the purpose of providing written support, developing recommendations and/or conveying information.
- **Presents** information on various topics related to area of professional expertise in behavior management for the purpose of communicating information to teachers, parents, students, etc.
- **Researches** resources and methods (i.e. intervention and treatment techniques, behavior assessment tools and methods, community resources, etc.) for the purpose of determining appropriate behavioral approaches for students' specific needs.
- **Understands** the behavior characteristics typically associated with various school age conditions (e.g. Autism, Behavior Disorders, Traumatic Brain Injury, Intellectual Disabilities, etc.) as well as understands special education regulations.

### Other Job Functions:

- **Assists** School Psychologists and other personnel as may be required for the purpose of supporting them in the completion of their work activities.

### Job Requirements – Qualifications:

- **Education and/or Experience:** Master's Degree in Special Education, School Psychology or Counseling, or equivalent experience and training. A valid Oregon Teaching License with Handicapped Learner endorsement, Counselor License, School Psychologist License, or Psychologist licensed by the State of Oregon Board of Psychological Examiners. Experience working within the school system in student behavior management, working knowledge of positive behavioral supports, ability to write valid IEP's and to follow IDEA and 504 procedures preferred.

- **Skills, Knowledge and/or Abilities Required:**

**Skills** to understand and utilize behavior instruments intervene in crisis situations, document contacts and interventions, interpret data, and communicate effectively.

**Knowledge** of behavior instruments, applied behavior analysis, special education law, relevant education codes, state and district policies.

**Ability** to be flexible and travel spontaneously within district; sit for prolonged periods; complete observations, functional behavior analyses, and behavior intervention plans; interpret behavioral data, work under time constraints; work effectively with staff, parents, students and community; work independently. Significant physical abilities may include lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/visual accommodation.