



SECTION I: GENERAL INFORMATION

Position Title: Behavior Support Specialist	Department: General Education
Immediate Supervisor's Position Title: Building Administrator	FLSA Status: Non-Exempt
Job Summary: Under the direction of licensed staff, the Behavior Support Specialist serves in a modified teaching capacity to provide intervention for students with social and behavioral concerns. Primary duties include implementing behavior interventions, working in partnership with the teacher to provide behavioral support in the classroom setting, and behavioral data collection.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Assist in the implementation of behavior interventions, de-escalation, and crisis intervention
- Consistently support and employ classroom management, individual management, school rules, and crisis management systems
- Monitor, observe, and report behavior of students according to approved procedures; report progress regarding student performance and behavior; collect/document data for the purpose of ongoing behavior intervention planning and review
- Monitor and assist students in prescribed learning activities
- Assist students by modeling appropriate skills and behaviors; exhibit a friendly attitude and provide emotional support and general guidance; assist in maintaining an emotional climate that fosters a sense of belonging and connection to school
- Confer with classroom teachers, as needed, regarding interventions to meet student needs
- Assist in the implementation of prescriptive accommodations and/or modifications as directed
- Assure the health and safety of students by following health and safety practices and regulations
- Assist students in learning self-management, self-monitoring, and self-control skills
- Communicate with education teams regarding information pertaining to students' progress, both orally and in writing
- Direct group activities of students as assigned
- Perform proactive, effective discipline with meaningful consequences
- Monitor students in academic and unstructured non-academic opportunities
- Exhibit emotional control, patience and persistence in extremely stressful situations
- Teach and model socially acceptable replacement behaviors by redirecting student behaviors in positive and pro-social ways
- Participate in prescribed in-service training
- Other duties as assigned

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:				
REQUIRED EDUCATION/TRAINING (choose one)			DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma		Associate of Arts (A.A.) Degree or higher	
			Preferred but not required: Bachelor of Science (B.S.)	
	High school diploma or GED.		Major field of study or degree emphasis:	
	1 year college	X	2 years college	
	3 years college	X	4 years college	
	1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: • Knowledge of behavioral management and techniques used with special needs populations • Knowledge of positive intervention supports, behavior management, crisis response, de-escalation, and physical restraint • Experience working with students with social, emotional and/or behavioral needs	
	2nd year graduate level			
	Doctorate level			

Required Work Experience in Addition to Formal Education/Training:	
• Experience working with students with social, emotional and/or behavioral needs • Two years' experience working with children in an organized setting • One-year experience observing and collecting student behavioral charting data	
LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring:

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: • Ability to establish and maintain positive, supportive relationships with students exhibiting challenging behaviors. • Skill in modeling, teaching, and reinforcing appropriate social, emotional, and behavioral skills. • Ability to remain calm, patient, and professional in stressful, volatile, or crisis situations. • Strong observation skills with the ability to monitor, document, and communicate student behavior and progress accurately. • Ability to implement behavior intervention plans, accommodations, modifications, and other student support strategies with fidelity. • Effective verbal and written communication skills for collaborating with students, staff, families, and multidisciplinary teams. • Ability to work collaboratively with teachers, administrators, related service providers, and other support staff to meet student needs. • Ability to facilitate student engagement during academic and non-academic activities. • Skill in conflict resolution, problem-solving, and promoting positive peer interactions. • Ability to collect, analyze, and maintain behavioral data and records while ensuring confidentiality. • Ability to exercise sound judgment and make decisions consistent with district policies, procedures, and student safety requirements. • Strong organizational and time-management skills with the ability to prioritize multiple responsibilities. • Ability to learn and apply district-approved crisis prevention and intervention techniques. • Physical ability to supervise, accompany, and assist students in various educational settings and respond appropriately during behavioral crises.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS	
Titles of Positions Directly Supervised	# of Employees
TOTAL	

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total: 0
HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental

		contact.

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionall y	34-66% Frequentl y	66-100% Continuousl y
Stand				x
Walk			x	
Sit		x		
Use hands dexterously (use fingers to handle, feel)			x	
Reach with hands and arms		x		
Climb or balance	x			
Stoop/kneel/crouch or crawl		x		
Talk or hear				x
Taste or smell		x		
Physical (Lift & carry): up to 10 pounds			x	
up to 25 pounds		x		
up to 50 pounds	x			
up to 75 pounds	x			
up to 100 pounds	x			
more than 100 pounds	x			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows:
Ranging of Light to Moderate Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push and pull or otherwise move objects in the performance of the job.

This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.