

ST. MARY'S COUNTY PUBLIC SCHOOLS  
LICENSED PROFESSIONAL POSITION DESCRIPTION

BEHAVIOR SPECIALIST

POSITION: Behavior Specialist

REPORTS TO: Director of Special Education and Director of Student Services

LOCATION: Department of Special Education

**NATURE OF WORK:**

This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum.

**ESSENTIAL FUNCTIONS:**

- In-depth knowledge and understanding of behavior and its functions;
- Ability to analyze student behavior and identify appropriate strategies to increase academic success;
- Knowledge of a variety of behavior strategies and techniques;
- Ability to collaborate with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families;
- Ability to assess and evaluate student needs;
- Collect and analyze data to support case managers for instructional decisions;
- Provide coaching and modeling of best practices in behavioral strategies;
- Understanding the needs of a diverse population of students;
- Addressing issues related to disproportionality across the continuum of services (provision of preventative services prior to referral to Special Education and more restrictive environments within the Special Education continuum of services);
- Effective organizational and time management skills;
- Ability to communicate effectively with students, staff and families; and
- Transportation; a valid driver's license with the ability to travel independently between school sites.

**DUTIES AND RESPONSIBILITIES:**

The ten-month behavior specialist assists school staff in developing and implementing individual behavior programs for students, with or without disabilities, who present with a variety of behavior challenges. The goal of this position is to support at-risk students in the development of appropriate social skills and classroom behavior, thereby increasing their opportunity for academic success and decreasing the number of students who require more restrictive services.

- Assist school staff in developing, implementing and monitoring student behavior plans;
- Provide system-wide staff development on behavior strategies and intervention plans;
- Participate as a member of the Individualized Education Plan Teams (IEPT) to assist in planning for interventions to be implemented with students who present with challenging behaviors;
- Model implementation of behavior strategies in classroom settings;
- Monitor the implementation of behavior plans and student progress;
- Provide behavioral coaching for individual students throughout the implementation phase of intervention;
- Facilitate the inclusion of families in the development and implementation of behavior plans with an emphasis on family system issues;
- Assist teachers, PST and IEP teams in developing, monitoring, and revising Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and Individualized Education

Plans (IEP);

- Assist teachers in implementing effective classroom management systems;
- Monitor student progress; and assist teachers in the maintenance and evaluation of data collection systems;
- Collaborate with general and special education teachers and administrative staff in an effort to provide pro-active and preventative interventions for students in general and Special Education, who present with behavioral challenges;
- Participate as a member of the S.E.C.R. team to assist with the assessment of the needs of behaviorally challenged students throughout the county;
- Collaborate with community agency staff to assist students, families and school staff in the development of a comprehensive approach to behavioral challenges presented by students in general and Special Education; and
- Assist students, families and staff with the transition needs of students with behavioral challenges within general education settings, and to more restrictive educational settings within Special Education environments.

#### QUALIFICATIONS:

- In order to be considered for this position, an applicant shall hold a Bachelor's Degree in Special Education, Counseling, Social Work or related field.
- Three (3) years experience in developing and implementing behavior interventions for children and adolescents in a school environment is preferred.

#### TERM OF EMPLOYMENT:

Full-time ten-month position.

#### SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

Updated 09.2018

**ST. MARY'S COUNTY PUBLIC SCHOOLS  
LICENSED PROFESSIONAL POSITION DESCRIPTION**

**BEHAVIOR SPECIALIST - STUDENT SERVICES**

**POSITION:** Behavior Specialist - Student Services (Grant Funded)

**REPORTS TO:** Director of Student Services

**LOCATION:** Department of Student Services

**NATURE OF WORK:**

This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum.

**ESSENTIAL FUNCTIONS:**

- In-depth knowledge and understanding of behavior and its functions;
- Ability to analyze student behavior and identify appropriate strategies to increase academic success;
- Knowledge of a variety of behavior strategies and techniques;
- Ability to collaborate with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families;
- Ability to assess and evaluate student needs;
- Collect and analyze data.
- Provide coaching and modeling of best practices in behavioral strategies;
- Understanding the needs of a diverse population of students;
- Addressing issues related to disproportionality across the continuum of school-based mental and behavioral health services.
- Effective organizational and time management skills; and
- Ability to communicate effectively with students, staff and families.

**DUTIES AND RESPONSIBILITIES:**

The ten-month behavior specialist assists school staff in developing and implementing behavior prevention and intervention for students, with or without disabilities, who present with a variety of behavior challenges. The goal of this position is to support at-risk students in the development of appropriate social skills and classroom behavior, thereby increasing their opportunity for academic success and decreasing the number of students who require more restrictive services.

- Assist school staff in developing, implementing and monitoring student intervention plans;
- Provide system-wide staff development on behavior strategies and intervention plans;
- Participate as a member of the Individualized Education Plan Teams (IEPT) to assist in planning for interventions to be implemented with students who present with challenging behaviors;
- Model implementation of behavior strategies in classroom settings;
- Monitor the implementation of prevention and intervention plans and student progress;
- Provide behavioral coaching for individual students throughout the implementation phase of intervention;
- Facilitate the inclusion of families in the development and implementation of behavior plans with an emphasis on family system issues;
- Assist teachers, PST and IEP teams in developing, monitoring, and revising Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), and Individualized Education Plans (IEP);
- Assist teachers in implementing effective classroom management systems;
- Monitor student progress; and assist teachers in the maintenance and evaluation of data

collection systems;

- Collaborate with general and special education teachers and administrative staff in an effort to provide proactive and preventative interventions for students in general and Special Education, who present with behavioral challenges;
- Participate as a member of the S.E.C.R. team to assist with the assessment of the needs of behaviorally challenged students throughout the county;
- Collaborate with community agency staff to assist students, families and school staff in the development of a comprehensive approach to behavioral challenges presented by students in general and Special Education; and
- Assist students, families and staff with the transition needs of students with behavioral challenges within general education settings, and to more restrictive educational settings within Special Education environments.

**QUALIFICATIONS:**

- Applicants shall hold a Masters Degree in Counseling, Social Work or a related mental health field as determined by the Department of Human Resources, required.
- Three (3) years experience in developing and implementing behavior intervention and support for children and adolescents in a school environment is preferred.

**TERM OF EMPLOYMENT:**

Full-time ten-month position.

**SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

**BARGAINING UNIT: EASMC**

Updated 10.2021

ST. MARY'S COUNTY PUBLIC SCHOOLS  
LICENSED PROFESSIONAL POSITION DESCRIPTION

BEHAVIOR SPECIALIST, LAP Program

POSITION: Behavior Specialist, LAP Program

REPORTS TO: Supervisor of Special Education

LOCATION: Various Locations (including home and community settings)

NATURE OF WORK:

This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum.

ESSENTIAL FUNCTIONS:

- Provide direct, consultative, and follow-up services to students/families in the Learning Adjustment Program (LAP);
- Serve as a member of the site based intervention team and liaison with parents/guardians and community based providers;
- Serve as a resource person for relevant behavioral information; and
- Complete and maintain Medical Assistance logs.

DUTIES AND RESPONSIBILITIES:

- Provide individual and group therapeutic counseling;
- Participate as an Individualized Education Program (IEP) member for students;
- Assist in the establishment of Behavioral Intervention Plans (BIP) and Functional Behavioral Assessments (FBA) for students;
- Make referrals for community resources for students and/or families;
- Crisis intervention;
- Assist teachers with the establishment of behavioral goals/objectives for the IEP;
- Meet with the LAP teacher for case reviews for all students;
- Attend and participate in IEP meetings; and
- Establish counseling schedule for assigned caseload.

QUALIFICATIONS:

- Master's degree in counseling or Master's degree in Social Work required; and
- Certification or Licensure as a Counselor or Social Worker required.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees

BARGAINING UNIT ELIGIBILITY: EASMC

# ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

## BEHAVIOR SPECIALIST- MTSS FACILITATOR

POSITION: Behavior Specialist - MTSS Facilitator

REPORTS TO: Student Services

LOCATION: Spring Ridge Middle School

### NATURE OF WORK:

This is a professional position designed to meet the individual needs of students through direct, consultation, and case management to support student progress and mental health. The Behavior Specialist serves as a liaison among the home, school, and community to address and alleviate any personal/social adjustment problems that may be affecting or obstructing the educational progress of students. As the MTSS Facilitator this position facilitates school-based MTSS meetings and works in collaboration with school staff to develop and implement MTSS tiers of intervention.

### ESSENTIAL FUNCTIONS:

- Responsible for supporting the ongoing social and emotional learning within the classroom and with individual identified students;
- Ability to lead school-wide tiered behavioral support programs;
- Works collaboratively with Student Services and school base staff in the development, facilitation, and implementation of sustainable and effective social-emotional strategies;
- Models and provides coaching for other staff in social-emotional learning program implementation;
- Ability to collect and analyze data to support the development and implementation of social-emotional strategies and interventions;
- Ability to plan for and present professional development to a variety of stakeholders including teachers and other colleagues;
- Work collaboratively with the counselor, school social worker, school psychologist, and pupil personnel worker to plan, develop, and implement social-emotional best practices for identified students;
- Maintain confidentiality and communicate efficiently and effectively both orally and in written form;
- Provides leadership in social-emotional learning program implementation; and
- Report to work daily, and on time.

### DUTIES AND RESPONSIBILITIES:

- Serves as liaison between school staff and administrative team with regard to MTSS.
- Facilitates MTSS meetings with the school team
- Develop initiatives to increase positive behaviors and academic performance and decrease behavior referrals;
- Facilitates development of annual action plan;
- Analyzes and review data at monthly MTSS and staff meetings;
- Coordinates MTSS training for students and staff
- Plans MTSS assemblies and activities collaboratively with the school MTSS team;
- Ensures that MTSS expectations are visible and posted throughout the school;
- Works with site administrator to ensure that MTSS expectations are taught and reviewed;
- Coordinates the completion of the MTSS recognition application;
- Submits required MTSS forms and documentation in conjunction with MTSS coach;
- Participates in school system and state MTSS meetings and trainings;

- Provides information for school newsletter and/or website regarding MTSS;
- Provides ongoing intervention services in the area of social and emotional learning to include group and individual mental health services as needed;
- Provides interventive consultative and follow-up services in a variety of situations as needed;
- Coordinates school-wide behavioral intervention programs and supports;
- Provides direct school-based mental and behavioral health therapeutic support to students at risk for emotional substance related, psychiatric, behavioral and or addictive disorders
- Provides coaching and professional development on social-emotional learning strategies for school-based staff;
- Actively participates in the PST and IEP process as needed and requested;
- Monitors student progress and assists teachers in the maintenance of data collection systems specifically focusing on social-emotional areas; and
- Other school-based responsibilities as assigned.

**QUALIFICATIONS:**

- Master's Degree in Counseling, Social Work or a related mental health field as determined by the Department of Human Resources, required;.
- Applicant must have licensure through Maryland State Department of Health and Hygiene as an LMSW, LCSW-C, or LCPC, and If a School Social Worker a Maryland State Department of Education School Social Worker Licensure eligibility (if applicable); and
- Three (3) years experience in implementing mental and behavioral health intervention for children and adolescents.

**TERM OF EMPLOYMENT:**

Full-time ten-month position.

**SALARY GRADE RANGE:**

The salary for this EXEMPT position will be based on EASMC salary schedule for ten-month employees.

**BARGAINING UNIT ELIGIBILITY:** EASMC

Updated 08.2023