

St. Helens School District
St. Helens, OR



Job Description

BEHAVIORAL SPECIALIST

Reports To: Director of Student Services

JOB SUMMARY

This individual will support the school's Trauma Informed Care work. The main function of this role will be to support students struggling to maintain and develop self-regulation in the school's Wellness Learning Center (WLC). The WLC Assistant supports students in accessing sensory or calming activities in a Wellness Learning Center within the school so that the student may re-engage in classroom instruction. The WLC Assistant will work closely with the principal and relevant staff regarding student behavior intervention plans.

GENERAL DUTIES

Conduct behavioral evaluations, provide behavioral consultation and training to District staff, facilitate parent and school staffing and IEP meetings. Support staff with development of behavior goals and the development of BSP and/or safety plans

ESSENTIAL DUTIES & RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Conduct behavioral assessments and Functional Behavioral Assessments for students
 2. Assist and support building and District staff and parents in the development, implementation and revision of student behavior support plans
 3. Facilitate team processes including problem solving, pre-referral intervention and IEP development for special needs students
 4. Provide technical assistance to staff in all areas related to emotional disturbance and behavior disorders and interventions
 5. Coordinate District, family and community resources to integrate services for students
 6. Participate on school Student Study Teams, IEP and 504 teams as needed
 7. Cultivate and model a respectful working and learning environment
 8. OIS District Staff Trainer (person will be trained for this responsibility)
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SUPERVISORY RESPONSIBILITIES

None

SALARY

In accordance with negotiated SHEA agreement and district policy.

EVALUATION

In accordance with negotiated SHEA agreement and district policy.

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QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Minimum of Master's Degree in Special Education, School Psychology or Counseling, or equivalent experience and training
2. A valid Oregon Teaching License with Special Education endorsement, Counselor License, or School Psychologist License
3. Experience and expertise in student behavior management, collaborative problem solving, staff development
4. Assists school teams in completing the following behavioral support processes: functional behavior assessments, behavior improvement plans, threat management and safety planning, and develop effective safety intervention programs.
5. Ability to provide leadership to staff in areas of specialization
6. Ability to interpret and implement all Board policies, Federal and State Laws, Administrative Regulations and negotiated agreements
7. Maintains an understanding of resources available in the community to support students with behavioral and/or social skills development needs and/or concerns
8. Excellent interpersonal skills to consult effectively with teachers, administrators and parents in a variety of settings
9. Ability to maintain confidentiality when dealing with students, staff, and/or parent information
10. Very good command of oral and written English language and ability to present effectively to large groups
11. Ability to communicate with individuals of varied cultural and educational backgrounds
12. Ability to write or provide staff support on development of IEPs and to follow IDEA and 504 procedures
13. Attends Individualized Education Plan meetings for students with behavioral support services when needed
14. Ability to keep and maintain accurate records and to meet deadlines
15. Physical ability to train and/or assist staff in physical management of students in crisis (OIS/Oregon State approved method)
16. Maintain integrity of confidential information relating to students, staff, or district patrons
17. Creates a positive work environment by:
18. Tolerating others' points of view
19. Soliciting input from others
20. Resolving conflict at the lowest level possible
21. Responding effectively to crisis situations
22. Adheres to professional ethics as identified by the school district, professional organizations and licensing commissions
23. Pursues on-going professional growth and opportunities to maintain and improve skills
24. Perform physical requirements which may include:
25. Moderate to extensive degree of physical and emotional stamina
26. Frequent and prolonged standing, walking and sitting
27. Ability to restrain students when necessary
28. Frequent and prolonged talking/hearing conversations
29. Ability to physically lift or move a student on a regular basis

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- 30. Possible exposure to bodily fluids due to student injury and illnesses
- 31. Valid Oregon Driver's license and reliable transportation for on the job travel

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is in an elementary school that combines standard office settings including standard office equipment (fax, copier, phone, computer, etc.) with the standard school setting. The noise level in the work environment is usually low to moderate and occasionally high. May be exposed to bloodborne pathogens.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: OSBA, updated by SHSD

Prepared Date: 2023

I have read and understand this job description.

Signature: _____ **Date:** _____