
Job Title:	Behavior Specialist	Job Group:	Union
Department:	Student Services	FLSA Status:	Non Exempt
Reports To:	Bldg Principal or Asst. Principal	Date:	August 2024

Job Summary: The ACSD Behavior Specialist works within ACSD’s student services continuum to provide consultation for Principals, teachers, and school staff, in assessing student behavior needs to support the development and implementation of functional skills plans in ACSD’s elementary and middle schools.

Essential Functions:

- Work in collaboration with ACSD’s elementary and middle school’s BCBA to assess, create, facilitate functional skill plans to be implemented by teachers and school staff.
- Understand and implement functional skill data collection.
- Model evidence-based practices for staff to strengthen supports related to: emotional regulation, functional skill development, and academic/sel progress.
- Contribute to the functional skills team supervision meetings.
- Provide feedback and follow-up consultation for school staff supporting students with underdeveloped or atypical functional skills.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Bachelor’s degree in psychology, social work, or human services preferred.
- Experience working with individuals with special needs.

Required Knowledge, Skills and Abilities:

- Evidence of successful student support work, in the areas of behavior or SEL
- Excellent communication and writing skills
- Commitment to highly collaborative decision making
- Willingness to learn from and grow according to evidence-based practices and BCBA training
- Commitment to equity and inclusion with a systems focus to dismantle systemic barriers to education

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Knowledge and experience in program and project management and planning.
- Proven ability in communication skills.
- Experience working with exceptional children.
- Knowledge of and ability to effectively implement Federal and State rules and regulations pertaining to special education, Section 504 and Vermont Acts 117/157.
- Ability to work collaboratively within the supervisory union and with outside agencies.
- Knowledge of wide variety of countywide and statewide programs and agencies serving the exceptional child.
- Language Skills. Ability to read, analyze, and interpret complex scientific, educational and technical journals, financial reports, and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or school board members.

- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to apply those principles of logic and/or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisor, parents, and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.

Tools/Technology Requirements: Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Knowledge of web-based applications for special education paperwork management and compliance.

Physical and Mental Demands: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary.

Work Environment: Work is normally performed in climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). There is a requirement to travel to multiple locations for meetings, trainings, and other business as necessary. No known environmental hazards are encountered in normal performance of job duties.

Disclaimer: *The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed.*