Merrimack School District

SEL (Social Emotional Learning) Support Specialist

Role Description

TITLE: SEL Support Specialist (formerly known as Behavior Specialist)

QUALIFICATIONS:

1. A certification from the State of New Hampshire in a counseling-related area, including school counseling, social work, school psychology, etc.
2. A minimum of three years' experience in a counseling-related role, preferably in a school setting
3. A Master's degree in counseling or related field preferred (i.e., school counseling, social work, psychology, mental health counseling, etc.)
4. Strong interpersonal and relational skills

REPORTS TO: Building Administration

JOB GOAL: The SEL Support Specialist in this role will have extensive training and experience in supporting students with complex social, emotional, mental health, and behavioral challenges. Supports and interventions will be trauma-informed, aligned with the Multi-Tiered System of Supports for Behavior (MTSS-B) framework and grounded in restorative practices.

The SEL Support Specialist is responsible for promoting and facilitating pro-social behavior for students in the general education setting throughout the school environment. Whole-school behavioral and social/emotional learning (SEL) initiatives and expectations that support student learning and behavioral and SEL growth are an aspect of this role. Effective written and verbal communication skills are required to ensure that strong collaboration occurs with administration, educators, support staff, families, and district partners.

Student support team may include: Administration, Student Support Interventionist, School Counselor, Home-to-School Liaison, School Nurse, and/or School Psychologist

Support for Students

Area:	Supports:
Behavioral Observations	Complete and document classroom behavioral observations
	Complete and document behavioral observations across all environments, including recess and lunch, etc.
Reports	Complete simple Functional Behavior Assessments (FBA) and work collaboratively with BCBAs to complete complex FBAs

Proposed to School Board: October 3, 2022
Board Approval: October 17, 2022

	Report out to the team and/or families regarding behavioral observations, FBAs, and Behavior Intervention Plans (BIP)
Behavior Plans	Create Behavior Intervention Plans (BIP); monitor progress of BIP
	Collaborate with the applicable teams and other educators (teachers, UAs, etc.) to make adjustments to the plan
Data	Collect, analyze, and track behavioral data in PowerSchool and/or other platforms
	Coordinate behavior and other SEL data for Tiers 1, 2, and 3 teams
504	Assist with the development, implementation, and oversight of 504 plans, as needed
Recess/ Lunch	Facilitate recess and/or lunch re-teaching to debrief behavioral incidents and brainstorm behavior replacement strategies and new skills. This could include re-teaching behavioral expectations throughout other unstructured times.
Restorative Practices	Facilitate restorative practices (eg., conflict resolution, service to the school, etc.) This will follow the collaborative problem-solving approach (i.e., maintaining confidentiality, providing for student choice, respecting the wishes of the victim in receiving an apology, etc.).
Crisis Response	Respond to student crises and assess severity of incidents. Work collaboratively with the building administrators, building safety team, and the Director of Student Wellness to develop safety plans, safety response plans, and to debrief following incidents
	Complete Safety Screenings, as needed, and collaborate with administration on follow-up to screenings and communications to families
	Maintain CPI certification, either as a participant or a building trainer
	Participate in re-entry meetings following student crises and significant safety concerns
Student Supports	Some options may include: • Check-In/ Check-Out (CI/CO) • Lunch Bunches • Skill-based Tier 2 groups (i.e., self-regulation, social skills, anxiety, etc.) • Individual short-term, skills-based or cognitive-based counseling • Provide opportunities and alternative space for students to self-regulate when escalated

	• Provide push-in supports to students within the regular education or special education setting
Bus	Support student behavior on busses, including: • Proactively teach expected bus behavior to all students • Collaborate with the transportation coordinator when addressing bus behaviors with students • Consult with the bus company, as needed • If students receive special education transportation, work collaboratively with the Director of Student Services regarding behavioral/ safety concerns.
Bullying	Complete bullying and harassment investigations in collaboration with administration and/or their designee(s), as needed.
	Complete all required bulling investigation paperwork and reporting guidelines, following the district school policy and state law.
Whole-School Behavior Instruction	Monitor whole-school SEL, MTSS-B, and/or behavioral data, report out to building administration and educators, and facilitate the development of whole-school SEL and multi-tiered behavioral interventions and supports
	Proactively teach SEL and behavioral expectations via scheduled classroom SEL instruction, skills-based small groups, recess and lunch supports and instruction, announcements, assemblies, instruction on bus behavioral expectations, etc.
	Facilitate therapeutic rapport with students, classes, and educators following behavior escalation
	Design supports and interventions for students that are consistent with the MTSS-B framework and the Merrimack School District (MSD) policies and procedures.
	Participate and lead whole-school SEL, mental health, and behavioral initiatives in collaboration with administration, educators, support staff members, and student support staff members

Support for Educators

Area:	Supports:
Behavioral Consult	Consult with educators regarding unexpected, disengaged, and/or disruptive behaviors, SEL, and mental health needs across all environments
	Provide behavioral and classroom management strategies and interventions to all educators and staff to improve educational outcomes

Behavioral Collaboration	Collaborate with administration, educators, and the student support team to identify students who require additional SEL, mental health, and behavioral support
	Attend required team, school-based, and district meetings (IEP, 504, PLT, attendance, safety team, behavioral/school climate, CPI, MTSS-B, etc.)
Professional Development	Collaborate with the student support team to develop and provide professional development on preventative behavioral strategies to develop students' behavioral, SEL, and problem-solving skills
Transitions	Support transitions and provide relevant information on students' behavioral needs that assist with smooth transitions between classes, grades, and schools

Support for Families

Area:	Supports:
Resources	Collaborate with school administration, the student support team, the Director of Student Wellness, and other district partners to facilitate resources for families for SEL, mental health, and behavioral needs
	Collaborate with the student support team to facilitate resources for families during emergent safety concerns and crises (financial stressors, transportation concerns, attendance concerns, mental health challenges etc.)
Training	Collaborate with school administration, the student support team, the Director of Student Wellness, and other district partners to develop and deliver family presentations and training on relevant topics to support student academic, SEL, mental health and/or behavioral growth
Communication	Provide timely and on-going communication with families regarding students' academic, SEL, mental health, and/or behavioral needs

Support Across the School Community

Area:	Supports:
Consult	Consult with administration, the student support team, educators, and support staff regarding SEL, mental health, and behavioral supports and interventions
Collaborate	Meet regularly with administration, the student support team, educators, and/or all applicable school-based and district teams to share pertinent information about SEL, mental health, behavioral needs building-wide

	Consult with outside providers and community agencies to support students' academic, SEL, mental health, and/or behavioral needs

* Other duties as assigned by Building Administration

TERMS OF EMPLOYMENT: Teaching contract year

Physical Activity Requirements:

Lift up to 10 lb.	N	R	O	**F**	C
Lift 11 to 25 lb.	N	R	**O**	F	C
Lift 26 to 50 lb.	N	R	**O**	F	C
Lift over 50 lb.	N	R	**O**	F	C
Carry up to 10 lb.	N	R	O	**F**	C
Carry 11 to 25 lb.	N	R	**O**	F	C
Carry 26 to 50 lb.	N	R	**O**	F	C
Carry over 50 lb.	N	R	**O**	F	C
Twisting	N	R	**O**	F	C
Bending	N	R	**O**	F	C
Crawling	N	R	**O**	F	C
Squatting	N	R	**O**	F	C
Kneeling	N	R	**O**	F	C
Crouching	N	R	**O**	F	C
Climbing	N	R	**O**	F	C
Balancing	N	R	**O**	F	C

Work Surface(s)

Reach above shoulder height	N	R	**O**	F	C
Reach at shoulder height	N	R	**O**	F	C
Reach below shoulder height	N	R	**O**	F	C
Push/Pull	N	R	**O**	F	C

KEY

N = not required

R = rarely

O = occasionally

F = frequently

C = constantly

Hand Manipulation

Grasping	N	R	O	**F**	C
Handling	N	R	**O**	F	C
Fingering	N	R	**O**	F	C
Torquing	N	R	**O**	F	C

Controls and Equipment:
Use of typical office/classroom equipment.

During a typical day, employee may be required to:

	Consecutive Hours	Total Hours
Sit	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**
Stand	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**
Walk	1 2 **3** 4 5 6 7 8	1 2 3 4 5 6 7 **8**

Cognitive/Sensory Requirements:

Talking:	Necessary for communicating with others.
Hearing:	Necessary for taking instruction/direction from others.
Sight:	Necessary for doing job effectively
Taste/Smell:	Smelling required to detect odors, such as natural gas, electrical smoke, etc.

Summary of Occupational Exposures:

Exposure to typical building-related hazards and materials.
Exposure to outdoor exposures