

REETHS-PUFFER SCHOOLS
Official Notice of Job Vacancy
October 8, 2018

POSITION: Behavior Intervention Specialist (Elementary) – Full Time 2018-2019 School Year

REPORTS TO: Building Principal and Special Education Supervisor

COMPENSATION: Per Master Agreement (Level of Education and Experience)

DESCRIPTION: Highly qualified Behavior Intervention Specialist with knowledge and skills necessary to assist individuals, groups and systems through the application of positive behavior supports. The Behavior Specialist helps coordinate Functional Assessments of Behavior and Positive Behavior Support Plans that address students' inappropriate behaviors and provide a means to help the students become more academically, socially, and emotionally successful. Behavior Intervention Specialist also provides classroom and school-wide behavior management strategies.

QUALIFICATIONS:

- Highly qualified special education teacher with full State of Michigan certification, Master's level licensed school social worker, or certified school psychologist.
- Experience with students at risk with behavioral challenges.
- Expert knowledge of function-based intervention planning for developing behavior change strategies that focuses on reducing problem behavior and increasing more appropriate behavior.
- Expert knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function-based interventions, and Positive Behavior Support Plans (PBSP).
- Exceptional knowledge in the use of assessment and assessment data to inform instruction and prescribe plans for individual students.
- Expert knowledge in research based instructional strategies and ability to implement them effectively.
- Exceptional knowledge in the use of technology to support instruction.
- Demonstrate ability to plan and evaluate strategies for improving instruction.
- Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality.
- Demonstrates exceptional skill in the roles of a teacher leader: collaborator, action researcher, reflective practitioner, and learner advocate.

SCOPE OF POSITION: The Elementary Behavior Intervention Specialist provides leadership and direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program for students. In addition, the Elementary Behavior Intervention Specialist will carry a caseload and will work directly and intensively with identified students to adopt behaviors that substantially increase their academic performance and decrease maladaptive behaviors. Under the supervision of the building principal and special education supervisor, the Behavior Intervention Specialist will provide diversified strategies and activities specifically designed for targeted students.

PROFESSIONAL RESPONSIBILITIES: The Elementary Behavior Intervention Specialist will:

- Carry a caseload of targeted students.
- Effectively support student acquisition of core curriculum and content standards identified by the State of Michigan and Reeths-Puffer School District.

- Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening maladaptive behavior; and identifying antecedents.
- Facilitate team meetings with the identified student's teachers, parents, and other support staff for the purpose of completing a Functional Behavioral Assessment.
- Facilitate team meetings that: design Positive Behavior Support Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues and School-wide Positive Behavioral Support.
- Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
- Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
- Use ongoing assessments to maintain a record of student progress.
- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings.
- Regard assessment as a joint venture through which both student and teacher understanding is enhanced.
- Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings (i.e., differentiated instruction and assessment).
- Model good assessment processes that assist students in assessing their own work and behavior.
- Provide recognition of a variety of student accomplishments and positive behaviors.
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
- Engage parents in the student positive behavior support process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- Conduct conflict resolution and peer mediation sessions.
- Review behavior referrals and data reports.
- Participate in building-level and/or grade-level meetings, as appropriate.
- Serve as a consultant to administrators, teachers, and parents.
- Organize and schedule time commitments to meet demands of the job.
- Comply with all safety policies, practices and procedures; report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental and/or grade level goal.
- Provide leadership to others through example and sharing of knowledge/skill.
- Complete other tasks/assume other responsibilities, as assigned by building principal/supervisor.

Deadline to Apply: October 26, 2018

Apply online at www.reeths-puffer.org