

Job Description

Job Title: Instructional Behavior Specialist

Position Code:

Job Classification: Exempt

Supervisor: Supervisor of Special Education

Pay Grade: 36

Contract Length: 202 Days

Job Summary

This position is responsible for supporting and guiding administrators, teachers, and school-based teams in identifying and implementing evidence-based practices in providing positive behavior supports for students with challenging behaviors. The Instructional Behavior Specialist will collaborate with school-based teams to assist in developing and implementing classroom and individual behavior intervention plans, develop and provide in-service training for school staff, perform classroom observations, provide feedback, and guide the implementation of student-specific behavior interventions.

Essential Duties

1. Assist building administrators in identifying appropriate evidence-based practices to support positive behaviors for students with disabilities across multiple settings.
2. Monitor and analyze division-wide discipline data to recommend evidence-based strategies and plan and conduct in-service training based on school-specific needs.
3. Assist school-based teams in developing classroom and individual behavior intervention plans for providing a safe and effective educational environment using evidence-based strategies for students with challenging behaviors that have been resistant to classroom systems of support.
4. Conduct research of current behavior interventions related to school and student-specific needs to identify appropriate interventions.
5. Assist school-based teams in the development of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) for students. Provide support in implementing and monitoring effectiveness of BIP.
6. Maintain certification as an instructor in de-escalation and crisis intervention training and provide division-wide training.
7. Identify appropriate curriculum and instructional resources for students with social/emotional deficits and provide on-going in-service training and monitoring to ensure fidelity of implementation and monitor effectiveness of selected curriculum and resources.
8. Provide training to families in understanding and supporting positive behavior strategies for students with disabilities.
9. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all/targeted students, and those displaying a need for behavioral support.
10. Perform other duties as assigned.

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

Other Duties

1. Performs any other related duties as assigned by the Supervisor of Special Education or other appropriate administrators.

Minimum Qualifications (Knowledge, Skills and/or Abilities Required)

Must possess a Virginia teaching license, with five years of experience as a teacher or administrator providing special education services; or any equivalent combination of training and experience working with students with emotional disabilities and/or behavioral disorders, which would provide the acceptable knowledge, skills and abilities, as evidenced in the following performance responsibilities. Must possess instructional knowledge of crisis intervention strategies, ability to apply a gradually progressive system of verbal and non-verbal strategies to effectively de-escalate potentially dangerous situations knowledge of applied behavioral analysis, behavioral principles and strategies. Demonstrate knowledge of various methods of data collection and subsequent analysis and interpretation for data to drive appropriate behavioral interventions. Ability to conduct and interpret functional

behavioral assessments in the development of effective behavior intervention plans. Ability to develop and present ideas effectively, orally and in written form; ability to establish and maintain effective working relationships with school administrators, the School Board, and the general public.

Working Conditions & Physical Requirements

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 accommodation may be made to enable individuals with disabilities to perform essential functions. Exhibit manual dexterity to dial a telephone, to enter data into a computer terminal; see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal levels; speak in audible tones so that others may understand; physical agility to lift up to 25 pounds.

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. Duties are normally performed in an office environment.

Supervision Exercised: None

Supervision Received: Supervisor of Special Education

This job description in no way states or implies that these are the only duties to be performed by this employee. The Instructional Behavior Specialist will be required to follow any other instructions and to perform any other related duties as assigned by the Supervisor of Special Education or other appropriate administrator. Newport News Public Schools reserves the right to update, revise or change this job description and related duties at any time.

Approvals:

Supervisor Date

I acknowledge that I have received and read this job description.

Employee Name (Print) Signature Date

Revised 08/2022 CR