



Job Title: Specialist, Behavior

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 309800

JDE: S-11.56

MAJOR FUNCTION:

Provide support and assistance to District staff and parents responsible for educating students with emotional, behavioral, and/or social disabilities.

MINIMUM QUALIFICATIONS:

- Bachelor's degree in education; Master's degree preferred.
- Three (3) years of Highly Effective/Effective experience in teaching and/or working in ESE.
- Valid Florida teaching certificate in Exceptional Student Education (ESE).
- Proven experience successfully managing business/department functions and staff preferred.
- Industry certification preferred.
- Lean Six Sigma Certification preferred.

Such alternatives to the above qualifications as the Board may find acceptable.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, and procedures for the functional area of assignment.
- Knowledge of and experience using multiple project management tools and methodologies.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Ability to perform physical intervention techniques if necessary to ensure the safety of students and staff.
- Ability to communicate technical information to technical and non-technical personnel.
- Ability to deliver high-quality customer service in a timely and professional manner.

REPORTS TO:

Principal or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Provide direct instructional and behavioral assistance/support to the teachers and assistants of the ESE team.
- Evaluate and report on functional behavior assessments for students currently receiving ESE services.
- Provide guidance to Individual Educational Plan (IEP) teams in writing positive behavior interventions plans (PBIPs) and functional behavior assessments (FBAs).
- Collaborate with teachers to design and implement individual behavior systems for students currently receiving ESE services.
- Design and/or provide staff development to teachers and/or assistants of exceptional education students related to behavioral interventions strategies and/or techniques.
- Provide support with data collection/analysis and assist with behavioral observations for students currently receiving ESE services; write follow-up reports related to student behavior.
- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.
- Assist general education teachers/staff regarding modifications, accommodations, and instructional and behavioral techniques to ensure academic and behavioral success for students currently receiving ESE services.
- Collaborate with teachers to create schedules that ensure implementation of social skills instruction to meet the needs of the students.
- Support faculty and staff in short-term crisis management for students when their behavior is a danger to self, others, or property.
- Collaborate with faculty/staff to facilitate inclusion of students with disabilities and serve as parent/school/community liaison and ESE student advocate.
- Attend monthly behavior specialist meetings.
- Maintain current certification in de-escalation and appropriate physical intervention techniques using Board-recommended programs.



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- Provide guidance/consultative support to general education teachers/staff regarding modifications, accommodations, and instructional and behavioral techniques for students not currently receiving ESE services.

OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Medium work. Position requires exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	30%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	50%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	40%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	20%
<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	30%
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	30%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	30%



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<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	30%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	80%
<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	30%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	40%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	40%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	80%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	40%

TERMS OF EMPLOYMENT: Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

DAYS PER YEAR: 196

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 – School Professionals

BOARD ADOPTION: 8-23-05

REVISED: 8-25-09, 11-7-18, 7-28-20, 1-26-21

REVIEWED: COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.