

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Therapeutic Behavior Support Specialist
<b>DEPARTMENT &amp; PROGRAM:</b>	Special Programs
<b>WORK YEAR:</b>	190 Days
<b>SALARY   PLACEMENT:</b>	Licensed Salary Schedule
<b>SUPERVISED BY:</b>	Heron Creek Coordinator
<b>ASSOCIATION:</b>	Licensed
<b>FLSA STATUS:</b>	Exempt

### GENERAL DESCRIPTION OF THE POSITION:

The Behavior Support Specialist provides behavior support services for students who attend the ESD's Heron Creek program. The Specialist assists educators to use, and implement, evidence-based behavior support and intervention strategies for students experiencing challenging behavior. The Specialist provides professional development activities for staff in behavior techniques, using the ESD selected prevention and crisis response system.

### ESSENTIAL FUNCTIONS:

1. Assists ESD staff in the Heron Creek Program to develop and implement evidence-based behavior supports and interventions that meets the standards of best practice and Oregon Administrative Rules for behavior support, prevention, de-escalation, and crisis response techniques including the use of safe restraint and seclusion
2. Collaborates with school teams to develop functional hypothesis and behavior support plans, including a defined method of collecting data on the effectiveness of the interventions
3. Obtain and maintains certification in the Non-Violent Conflict Intervention (NCI) behavior support program
4. Design, teaches, and arranges for Heron Creek staff development for NCI, using strategies designed to maximize adult learning
5. Demonstrates rigorous adherence to, and deep respect for, the principles, approach, and content of the ESD selected behavior prevention and intervention system
6. Actively participates as a member of a team to systematically review, analyze, revise, and document behavior incidents that involve the use of restraint or seclusion
7. Provides training and assists educators to implement individual and classroom behavior management methods and procedures designed to facilitate learning
8. Maintains knowledge of best practices and school reform initiatives in instruction and behavior supports for students with cognitive disabilities and communicates information to instructional staff, as professional development needs are identified
9. Maintains knowledge of state and federal special education regulations and procedures regarding referral, identification, evaluation, placement, and provision of a free appropriate public education

### ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

*The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.*

**ESSENTIAL COMPETENCIES:**

1. **CULTURAL RESPONSIVENESS:** Supports an inclusive work and learning environment for children, colleagues, business partners, and community members, where applicable; and actively demonstrates a commitment to provide equitable services to all communities CESD serves.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

**MINIMUM QUALIFICATIONS:**

1. Current Oregon Teaching License with appropriate Special Education endorsement
2. Recent successful experience supporting students with developmental disabilities including autism spectrum disorder as well as students with significant challenges in behavior: ED, OHI
3. Ability to complete appropriate Oregon State approved behavioral intervention training, such as Nonviolent Crisis Intervention (NCI), Collaborative Problem Solving (CPS), Positive Behavioral Interventions and Supports (PBIS) in order to carry out therapeutic interventions and provide training to others on CESD's adopted system
4. Demonstrated ability to design and provide staff development to educators utilizing effective instructional strategies for adult learners
5. Knowledge about effective school-based behavior supports for students with disabilities including both prevention and intervention strategies
6. Ability to collaborate with classroom team to develop data collection processes to support functional behavior assessments
7. Demonstrated ability to assess and analyze behavior using evidence-based strategies to conduct functional behavior assessment and generate behavior support plans
8. Demonstrated ability to implement individual behavior support plans including the collection and analysis of data to inform decisions
9. Demonstrated ability to utilize collaborative consultation skills that identify and focus on meeting the needs of the student experiencing behavioral challenges
10. Demonstrated ability to facilitate groups in meetings and workshop settings
11. Knowledge and skills to provide culturally competent services
12. Ability to acquire and maintain a valid first aid and CPR card
13. Demonstrated ability to effectively engage in a variety of team-based service delivery, planning, decision making, and problem solving
14. Demonstrate the ability to compose and produce concise professional documents in a timely manner
15. Written and oral communication skills sufficient to perform essential job functions
16. Physical and mental attributes sufficient to perform essential functions

**WORKING CONDITIONS:**

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle
3. Travel may require use of agency vehicles or public transportation
4. Physical care and support of young children and school age students to support personal care and learning
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children
6. Physical intervention as necessary in supporting young children and school age students while responding to challenging behavior
7. Exposure to communicable diseases common in young and school age children
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens
9. Occasional evenings and weekends may be required for program events

**EQUIPMENT USED:**

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

- ☒ **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that they can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)										
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.										
01-30 lbs		Never		Rare		Occasionally	X	Frequently		Continuously
	General school supplies, teaching materials, food items, and backpacks									
31-50 lbs		Never		Rare	X	Occasionally		Frequently		Continuously
	Positioning of students in wheelchairs and assisting in the transfer of students.									
> 50 lbs		Never	X	Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously

Climb		Never	<b>X</b>	Rare		Occasionally		Frequently		Continuously
Crawl		Never		Rare	<b>X</b>	Occasionally		Frequently		Continuously
Drive		Never		Rare	<b>X</b>	Occasionally		Frequently		Continuously
Kneel		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Reach (above shoulder)		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Reach (forward)		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Sit		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Squat		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Stand		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Twist		Never		Rare	<b>X</b>	Occasionally		Frequently		Continuously
Walk		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Run		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Stairs		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Lying Down		Never	<b>X</b>	Rare		Occasionally		Frequently		Continuously
<b>Hands may be used for: (X = REQUIRED)</b>										
Grasping		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Pinching		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
Finger Manipulation		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
01-30 lbs		Never		Rare		Occasionally	<b>X</b>	Frequently		Continuously
31-50 lbs		Never		Rare	<b>X</b>	Occasionally		Frequently		Continuously
> 50 lbs		Never	<b>X</b>	Rare		Occasionally		Frequently		Continuously



Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Carrying of children (who are injured or in distress), for a max of 10 feet.									
> 50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description										
Environment Exposures (X = REQUIRED)										
Chemical Contact		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Moving Objects		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Noise		Never		Rare		Occasionally		Frequently	<input checked="" type="checkbox"/>	Continuously
Safety Equipment		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously
Wetness		Never		Rare		Occasionally	<input checked="" type="checkbox"/>	Frequently		Continuously

**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**X = Requirement | ☐ = Not Required**

**REASONING ABILITY:**

- ☒ Complete routine, repetitive tasks with simple instructions
- ☒ Follow detailed instructions that require few changes
- ☒ Follow detailed procedures with several potential variables
- ☒ Accurately interpret behaviors and nonverbal communication and act on decisions
- ☒ Demonstrate logical or deductive thinking
- ☒ Provide creative, innovative solutions to job problems

**CALCULATIONS:**

- ☒ Perform simple copying, addition, counting, subtraction
- ☒ Perform multiplication and division
- ☐ Understand the metric system and conversions
- ☒ Manipulate fractions, decimals, and percentages
- ☒ Understand and use statistics
- ☒ Understand and use charts and graphs
- ☒ Understand and use advanced mathematics
- ☐ Understand the theoretical application of statistics and complex math

**LANGUAGE:**

- ☒ Read and understand product labels, policies written at the 10th grade level
- ☒ Follow verbal or demonstrated instructions
- ☒ Explain simple directions, copy data from one form to another
- ☒ Complete form letters or answer routine correspondence
- ☒ Compose correspondence independently
- ☒ Read and interpret complex technical material
- ☐ Speak and understand a second language
- ☒ Prepare complex reports and documents
- ☒ Speak with individuals and small groups in an articulate manner
- ☒ Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request accommodation(s) to perform the essential functions of the position, and
3. I can perform the essential functions of this position with or without accommodation.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.*