

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: ITINERANT BEHAVIOR SUPPORT TEACHER/ POSITIVE BEHAVIOR SUPPORT COACH

EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, provides consultation, support, and training to school staff in areas of behavior management/prevention/intervention, classroom management, and instructional strategies. Employee assists in development of Functional Behavior Assessments and Behavior Intervention Plans. Employee assesses academic and behavioral needs of students, assists teams in developing a plan to address needs. Employee travels to assigned schools as required. Employee participates in on-going training as required by supervisor. Reports to Behavior Support Program Administrator, assigned EC Coordinator and Executive Director of Exceptional Children.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Provides consultation to school staff and school based teams on individual behavior strategies, classroom management, and school wide behavior supports.

Provides in-class observations, feedback, and coaching to teachers on implementation of behavior strategies.

Assists in the development of Functional Behavior Assessments and Behavior Intervention Plans

Collects data, assist with on-going evaluation of behavior plans and interventions with recommendations for modifications

Provides training on topics identified by school teams and school systems and school system focused on building capacity in the area of behavior management: prevention, intervention, and intensive intervention focused topics

Attends required staff meetings and staff development sessions

Works effectively and respectfully with students, family members, school personnel, community resources and natural supports

Conducts Manifestation Determination Reviews

Performs other duties as assigned.

MINIMUM QUALIFICATIONS

N.C. Licensure in teaching Exceptional Children or BS degree in teaching or behavioral science. 3-5 years experience working in a multi-disciplinary treatment and/or public school setting. Demonstrated experience, commitment, and competence working with behaviorally and emotionally disabled children. Experiences in communicating verbally in presentations, trainings, meetings, and with members of a team. Training in crisis de-escalation skills and physical restraint preferred.

SPECIAL REQUIREMENTS

Must become initially certified in a Crisis Intervention Program (specific program to be determined by GCS-Exceptional Children Services) and maintain that certification through the proper renewal process, adhering to all time-lines

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively

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and efficiently in variety of technical or professional languages including medical, legal and counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Ability to constantly monitor the safety and well being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

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Ability to establish and maintain effective working relationships as necessitates by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.