

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: TEACHER- REGIONAL BEHAVIOR SUPPORT EXCEPTIONAL CHILDREN DEPARTMENT**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, performs as teacher in regionally-based classroom for behavior intervention and stabilization for students placed through referral process due to ongoing and severe crisis- based issues. Work involves collaboration with team to assess academic and behavioral needs of students in crisis; provision of structure, behavior management, and a safe environment; and teaching of replacement behaviors. Develops and implements plans to address academic and behavioral needs. Makes recommendations to home school regarding modifications, strategies, resources, and supports. Employee is also responsible for serving as school-wide resource for behavior support strategies. Participates in ongoing training. Reports to the principal.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES** **ESSENTIAL JOB FUNCTIONS**

Focuses on teaching appropriate replacement behaviors including social skills, character education, anger management, etc.

Collects data on progress toward goals; monitors and assesses behavior plans, modifies as necessary.

Develops and modifies Functional Behavior Assessments and Behavior Intervention Plans as necessary.

Collaborates with and communicates effectively with students, family members, school personnel, community resources, and natural supports.

Responsible for modification of instruction to meet academic goals for assigned students.

Makes recommendations to staff regarding IEP goals and objectives, interventions and strategies for success upon return to home school.

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

#### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

## TEACHER – EC REGIONAL BEHAVIOR SUPPORT

### **MINIMUM TRAINING AND EXPERIENCE**

N.C. Licensure in teaching Exceptional Children, three to five years of experience, commitment, and competence in teaching behaviorally and emotionally disturbed children in a public school setting, familiarity with N.C. Standard Course of Study; training in verbal crisis de-escalation skills and physical restraint preferred; or any equivalent combination of training and experience which provides the required combination of knowledge, skills, and abilities.

### **SPECIAL REQUIREMENT**

Must hold a valid North Carolina Teaching License in teaching Exceptional Children and must become initially certified in a Crisis Intervention Program (specific program to be determined by GCS-Exceptional Children’s Department) and maintain that certification through the proper renewal process, adhering to all timelines. Must hold a valid driver’s license issued by the State of North Carolina and maintain a safe driving record. An employee assigned to this position is designated as Category “A.” Category “A” employees are governed by Guilford County Schools Policy GA and Administrative Procedure GA-P, “Drug and Alcohol Free Workplace,” which spells out specific drug testing requirements, procedures and consequences of positive alcohol or drug tests or arrest for alleged violation of any alcohol or drug-related offense.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, printers, copiers, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.

**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 Communications:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, and/or directions from supervisors.

**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 proper format. Requires the ability to speak to people with poise, voice control, and confidence.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in oral, written, diagrammatic or schedule form.

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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 and efficiently in standard English and educational terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract totals; to multiply and divide; and to determine percentages and decimals.

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 automated office equipment or tools of the position.

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

Color Discrimination: Does not require the ability to differentiate between colors and shapes of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under minimal levels of stress and when confronted with persons acting under stress.

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**

Knowledge of principles of classroom management.

Knowledge of the curriculum from N.C. Standard Course of Study.

Knowledge of methods of adapting instruction, equipment, and tools for children with special needs.

Ability to maintain order and discipline in a classroom.

Ability to motivate students.

Ability to maintain safety and well being of students.

Knowledge of procedures to follow in the event of an emergency

General knowledge of student handbook rules.

Ability to maintain basic files and records.

## TEACHER – EC REGIONAL BEHAVIOR SUPPORT

Ability to comply with required timelines.

Ability to operate computer and other common office machines.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated 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.