

Job Description

Job Title: Behavior Support Coach

Supervisor: Supervisor of Special Education

Job Classification: Non-Exempt

Pay Grade: 32

Contract Length: 245 Days

Job Summary

This position is responsible for supplementing and supporting behavioral initiatives of the assigned school. Position is responsible for coaching, supporting, and guiding school-based staff in using evidence-based practices to provide positive behavior supports for students with challenging behaviors. The Behavior Support Coach will provide in-service training, perform classroom observations, provide feedback, and demonstrate the implementation of student-specific behavior strategies.

Essential Duties

1. Assist staff in defining and measuring behavior, understanding principles of reinforcement, identifying antecedents, teaching new behavior, and implementing strategies for reducing challenging behavior.
2. Support school teams in collecting and analyzing behavioral data to effectively make decisions regarding the implementation of appropriate behavioral interventions.
3. Assist in developing interventions, functional behavior assessments and behavior intervention plans for the purpose of 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. Develop individualized plans to support and coach school-based staff in the development and implementation of effective classroom management, evidence-based behavior strategies, and behavior intervention plans.
5. Plan and conduct high quality professional development for school-based staff on the development and implementation of effective classroom management plans, evidence-based behavior strategies, and targeted interventions.
6. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings.
7. Complete required paperwork in an accurate and timely manner.
8. 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.
9. Performs 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

1. Performs any other related duties as assigned by the Supervisor of Special Education or Instructional Behavior Specialist.
2. Models nondiscriminatory practices in all activities.

Job Specifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities, who are otherwise qualified, to perform the essential functions.

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

Must possess a bachelor's degree or higher in education, counseling, social work, psychology, sociology or a related field; or hold a Collegiate Professional Certificate or Postgraduate Professional Certificate or a recognized certification in behavioral analysis and strategies. Possess at least five years of successful experience working with students in behavioral, alternative or at-risk settings. Demonstrate instructional knowledge of crisis

intervention strategies, ability to apply a gradually progressive system of verbal and non-verbal strategies to effectively deescalate potentially dangerous situations and demonstrate 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 for the development of effective behavior intervention plans. Ability to develop and present ideas effectively, orally and in written form and establish/maintain effective working relationships with school administrators, the School Board, and general public.

Working Conditions & Physical Requirements

Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to dial a telephone, to enter data into a computer; see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal levels inside buildings, outdoors and on the telephone; speak in audible tones so that others may understand clearly; physical agility to lift up to 25 pounds; to bend, stoop, climb stairs, walk and reach overhead.

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/school setting. The noise level in the work environment is usually moderate.

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 Behavior Support Coach will be required to follow any other instructions and to perform any other related duties as assigned by the Supervisor of Special Education or 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 _____

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