



JOB DESCRIPTION
Behavior Specialist

DIVISION: Office of Academics	GRADE: Instructional Support
DEPARTMENT: Student Services	WORK DAYS: 202 or 211
REPORTS TO: Coordinator (Behavior Interventions and Supports)	FLSA STATUS: Exempt
CLASSIFICATION: Certified	DATE: 11/20/2020

Our Mission: Through a caring culture of equity, trust, and collaboration, every student will graduate ready for college, career, and life.

Our Vision: A high-performing school district where students love to learn, educators inspire, families engage, and the community trusts the system.

Our Guiding Principles: **Equity** in our approach to decision making, **Ethics** to demonstrate our integrity, **Engagement** with our school community, and **Excellence** in everything we do.

POSITION SUMMARY

Provides interventions to targeted students to increase responsible behavior and reduce negative behavior including but not limited to small group and one-on-one interventions. Communicates with student's parents, other district employees, and other school personnel to build and implement a strong support mechanism for the student. Documents, maintains, analyzes and discusses data with the student, parents, and others to determine impact of the interventions.

MINIMUM REQUIREMENTS

EDUCATION:

- 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.
- Master's Degree from an accredited institution in a related field preferred

CERTIFICATION/LICENSE:

- Must hold or be eligible for a certificate issued by the Georgia Professional Standards Commission in Teaching, Service (School Counseling, School Psychology, or Social Work), or Educational Leadership.

WORK EXPERIENCE:

- 3 years of successful experience working with students who are at-risk or in at-risk/alternative settings required.



KNOWLEDGE, SKILLS & ABILITIES

- Must possess 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.
- Ability to demonstrate knowledge of various methods of data collection and subsequent analysis and interpretation for data to drive appropriate behavioral interventions.
- Must be able to maintain frequent, meaningful parental communication and develop proactive partnerships between the student/parent and school district to support academic achievement and pro-social behaviors.
- Must serve as a positive role model for students and model professional and ethical standards.
- Ability to work in a collegial and collaborative manner with peers, school personnel and the school community to promote and support the mission and goals of the school division and abide by all school division policies and procedures.
- Ability to develop and present ideas effectively, orally and in written form.
- Ability to establish and maintain effective working relationships with school administrators and other stakeholders.
- Ability to analyze data.
- Effective listening.
- Facilitating meetings.
- Monitor activities.
- Planning.
- Problem solving.
- Record keeping.
- Provide staff training.

ESSENTIAL DUTIES

- Assists in developing interventions, functional behavior assessments and behavior plans for the purpose of providing a safe and effective educational environment for students with challenging behaviors.
- Provides social skills instruction to students utilizing research based.
- Assists in developing procedures and training materials for staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with behaviorally or emotionally disturbed students.
- Completes all reporting requirements as mandated by the district, state, federal, and educational agencies (i.e. restraint and seclusion, assessments, behavioral data).
- Collects and summarizes behavioral data.
- Assists with student crisis intervention.
- Required to have prompt, regular attendance in-person and be available to work on-site, in-person during regular business hours and as needed.
- Performs other duties as assigned by principal, immediate supervisor and district-level administration.

PHYSICAL ABILITIES AND WORKING CONDITIONS

The physical abilities, working conditions and other conditions of employment listed in this document are representative of, but are not intended to provide an exhaustive list of the requirements for positions in this classification. In the event



of an emergency or situation requiring guidance from Federal, State, or local or school district authorities, the requirements of this position may change temporarily or for the school year to best serve the needs of our students.

Vision: Ability to read small print and view a computer screen for prolonged periods.

Hearing: Ability to tolerate exposure to noisy conditions.

Speech: Ability to be understood in face-to-face communications, to speak with a level of proficiency and volume to be understood over a telephone or computer.

Upper Body Mobility: Ability to use hands to grasp, and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: Ability to lift, push, pull and/or carry up to 25 pounds on a frequent basis. Incumbent may be required to physically restrain parties involved in a conflict.

Environmental Requirements: Ability to encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

Mental Requirements: Ability to read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understand how to manage stress.

Remote Work Requirements:

Additional Work Conditions & Physical Abilities: Ability to be flexible and adapt as needed between in-person and various classroom learning environments.

The Atlanta Public School System does not discriminate on the basis of race, color, religion, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. Management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary.