

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Behavior Consultant

Department: Instruction

Date Reviewed: February 2020

Reports To: Coordinators/Director of
Special Populations

Grade: 10 month/200 day

Purpose of Job

The purpose of the Behavior Consultant position is to utilize knowledge and skills to assist teachers and school teams with the application of positive behavior supports that address students' inappropriate behaviors and provide a means to help the students become more socially and academically successful. Behavior Consultants will aid in the discipline disproportionality prevention measures.

Essential Duties and Responsibilities

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive.

Focuses on the preventative disciplinary needs for the current target population(s) regarding discipline disproportionality, while maintaining the populations that are not disproportional.

Tracks discipline data to determine the risk of disproportionality for all populations.

Submits a bi-weekly report of the schools at-risk of being disproportional, to the school administrator and Special Populations leadership team.

Discusses discipline data and reports regarding the currently targeted population(s) during the monthly Behavior Consultant collaborations and professional learning communities.

Works cooperatively with members of the multi-disciplinary team in assessing and evaluating each student with a disability so that he/she is served in their least restrictive environment.

Assists in writing Individualized Education Plans: behavior goals and/or objectives, techniques and remediation, required materials and resources, and estimated time for achievement.

Exhibit extensive knowledge of function-based intervention planning for developing behavior change strategies that focus on reducing problem behavior and increasing more appropriate behavior.

Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention and identifying specific factors that can affect development and implementation of behavioral interventions.

Guides IEP and/or support teams in developing Functional Behavior Assessments and Behavior Intervention Plans for students with or without disabilities.

Works cooperatively with classroom teachers, to determine the most appropriate classroom and/or individual behavioral strategies needed to promote student success.

Re-evaluates the student periodically to check progress and to make required changes to be reflected in the students' behavior plan/goals.

Conferences with parents regarding the educational, social, and academic progress of students.

Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies, and modeling of instructional practices, to support teachers in their implementation of positive behavior support in their classrooms.

Keeps accurate, up-to-date behavioral data in order to effectively track student progress.

Assists in creating a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

Serves as a model for the district's mission, vision and goals.

Takes all necessary and reasonable precautions to protect students, equipment, materials, facilities, and confidentiality of records.

Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.

Makes provision for being available to students and parents for education-related purposes outside of the instructional day when required or requested to do so.

Maintains a standard of performance and conduct as required by state, law, local board of education and community expectations.

Maintains professional competence through in-service education activities.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions:

- A Bachelor's degree from an accredited college or university. REQUIRED
- AND
- A valid Tennessee Teacher's Certificate with the appropriate endorsement. OR
 - Specialized training in and demonstrated knowledge of wide range of behavior management skills utilized in classrooms with special needs students. (Preferred)

KNOWLEDGE OF JOB

- Displays considerable knowledge of the policies, procedures, and activities of the school system, as well as state and federal requirements pertaining to the performance of duties.
- Develops and implements long-term goals.
- Stays current on any changes in statutes, policies, procedures, and methods as they pertain to public education.
- Effectively communicates and interacts with supervisors, members of the general public, and other stakeholders involved in the operation of the school system.
- Collects and disseminates information in a concise, clear, and effective manner.
- Exhibits strong organizational, management, interpersonal, and technical skills.
- Uses sound independent judgment and discretion in daily activities.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE: Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE: Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date