

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

Job Title: Extended Behavioral Services Behavior Interventionist/Behavior Consultant (EBS-BI/BC) **Department:** Instruction

Calendar: 10 month/200 day
Grade: Teacher Salary Schedule

Date Reviewed: July 2021

Reports To: Coordinators/Director of Special Populations

Purpose of Job

The purpose of the Extended Behavioral Services Teacher/Behavior Consultant (EBS/BC) position is to utilize knowledge and skills to provide services to students within the EBS setting as well as assist teachers in their assigned middle school 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. The EBS-BI/BC will aid in the significant 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.

Collaborates with IEP team members to provide information and data that supports the Instructionally Appropriate Individualized Education Plans (IAIEPs), designed to promote student development to include behavior goals and/or objectives, techniques and remediation, required materials and resources, and estimated time for achievement.

Utilizes a variety of assessments to determine present levels of performance, monitor student progress, accurately track behavioral data and adjust behavioral interventions accordingly.

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

Meets and/or communicates with parents to discuss students' behavioral progress.

Maintains effective communication and documentation with all relevant stakeholders.

Ensures that students with disabilities have access to the general education Tier I curriculum.

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

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

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 and/or the entire staff in their implementation of positive behavior support across all settings.

Teaches appropriate behavior skills and provides intervention(s), as determined by the IEP and/or Behavior Intervention Plan (BIP).

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

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

Provides specific behavioral intervention strategies set forth by the IEP team for each student in the EBS setting, according to their IEP/PWN.

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

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

Assesses the progress of students on a regular basis and provides progress reports as required.

Recognizes potential learning disabilities of students and seeks the assistance of qualified personnel.

Assists the administration in implementing all policies and rules governing student life and conduct.

Develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.

Plans, supervises, and provides behavioral guidance for teacher aide(s) and volunteer(s) and when appropriate, evaluates their job performance in cooperation with department heads.

Supervises students at school related functions, to include on and off campus activities for behavior when necessary.

Serves in a proportionate schedule to meet the EBS-BI work 3.5 to 4 days per week and the School BC work 1 to 1.5 days per week.

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.

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

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

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

Employee’s Munis Number

Date

Date