# POSITION GUIDE

**Position Title:** Behavior Consultant **Code:**

**Department:** Early Childhood & Special Education Services **Group:** PROF

**Reports to:** Program Supervisor **Date:**

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## PURPOSE OF POSITION:

The Behavior Consultant is responsible for providing programmatic and behavior management expertise to the classroom teacher. In collaboration with the school psychologist, the Behavior Consultant provides support in matters related to classroom behavior management, assessing functionality underlying challenging behaviors, development of behavior support plans, data analysis, identification of alternative replacement behaviors, and instructional styles which promote positive student behaviors.

## ESSENTIAL FUNCTIONS:

***All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:***

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***

1. Provides behavioral support which aligns with federal and state, special education, school district, and IU 13 policies and procedures to the respective program through consultation, resource, modeling, coaching, etc., to supplement services of the school psychologist.

2. Attends Multidisciplinary Team meetings and works with teams on developing the Individualized Education Program (IEP), identifying alternative replacement behaviors, creating data collection procedures, and writing the behavior support plan.

3. Supplements the school psychologist to provide consultation to staff regarding intervention techniques with an emphasis upon the development of individual and classroom-wide behavior and classroom management plans, conducting functional assessments of behaviors, implementing evidence-based behavioral interventions, etc. Under the direction of the school psychologist, provides support to special and regular education educators on mainstreaming and inclusive practices as needed.

4. Assists the teacher and school psychologist in utilization of the paraprofessionals, in addition to providing direct support and guidance to the paraprofessionals in the classroom, especially in regards to strategies which will promote positive student behaviors.

5. Participates in scheduled team meetings which include the school psychologist to discuss the behavioral support plans, review and interpret the data, problem solve regarding warranted modifications to interventions, etc., as a means of building morale and engaging in mutual problem solving. Graphs and distributes updated data on a weekly basis to IEP team members.

6. Works effectively and professionally with the IEP team, including the school psychologist, during interactions with classroom staff, families, special education administrators, supervisor, and colleagues.

7. Conducts training and staff development as needed.



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8. Remains abreast of best-practices in evidence-based interventions within an Applied Behavior Analysis framework via review of the literature, conference attendance, etc., and be able to translate such trends to effectively guide the program.

9. Adheres to the established work schedule through regular and consistent attendance.

10. Fulfills all other duties as required by the Program Supervisor.

11. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.

## MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

## KNOWLEDGE & SKILL REQUIREMENTS:

**Education Required:** Master's degree in related field and Board Certification in Behavior Analysis (BCBA certification)

## ESSENTIAL PHYSICAL REQUIREMENTS:

The strength and ability to lift and/or assist in lifting students ranging in age from pre-school to twenty-one and any assistive appliances, for example: wheelchair. The ability to physically restrain students in emotional stress by using the Crisis Prevention Institute Training (CPI), Safe Crisis Management (SCM) or Quality Behavior Supports (QBS) method, depending on program need, for which training will be provided.

## SUPERVISION OF PERSONNEL:

N/A

## PHYSICAL/MENTAL/ENVIRONMENT:

| | |
|---|---|
| Physical Demands: | |
| Activities: | Sit: 25%<br>Walk/stand: 75% |
| Lifting: | Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below) |
| Vision: | Close concentration |
| Mental Demands: | Interpret, analyze and problem solve |
| Environment: | Normal office and school environment |

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**I have reviewed the essential functions; knowledge and skill requirements; and physical/mental environmental demands of this position. By my signature below, I am verifying that I am able to fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodations.**

Print Name

Signature Date



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