

Narragansett School System

TITLE: Behavior Specialist / Intensive Resource- NES

JOB DESCRIPTION:

The Behavior Specialist / Intensive Resource- at the elementary school is directly under the supervision of the Principal and the Director of Student Services. He/she assists with the development, implementation, and evaluation of behavior intervention plans, functional behavioral assessments and positive behavioral interventions and supports or assists with the identification, adaption and sustained effort of effective school wide disciplinary practices. He/she also supports students with disabilities within a small group setting, providing specialized instruction. The students are also supported within their grade level inclusion classes. The intensive resource teacher works collaboratively with the general education teacher to co-teach, modify work to the student's appropriate level, and ensure student access to academics, peers, and functional skills. The intensive resource teacher facilitates the RI Alternate Assessment for students.

MINIMUM QUALIFICATIONS:

- Certification as a Special Educator
- Three years of experience as a special education teacher at the level assigned
- Successful direct experience with children exhibiting social, emotional and behavioral challenges
- Successful experience working with children with developmental disabilities, intellectual disabilities and autism
- Successful experience and training in RI Alternate Assessments
- Understanding of critical practices and systems of positive behavior support
- Evidence of successful engagement with families
- Knowledge of state and federal special education eligibility criteria
- Knowledge of special education laws and regulations and willingness to implement the special education process
- Knowledge of Individualized Education Programs
- Strong verbal and written communication skills.
- Capable of responding simultaneously to a variety of requests from families, staff and administration.
- Ability to interact with students, families, staff and administration and effectively handle issues utilizing a problem solving approach.
- Capable of working collegially with staff and administration.
- Ability to prioritize the needs and requests of students, families, staff and administration within the school setting and respond in a professional and efficient manner.
- Demonstrate proficiency in Microsoft Word and utilization of database for student management.
- Strong interpersonal skills

DUTIES AND RESPONSIBILITIES:

1. Provide a learning environment that is safe, respectful and effective for meeting students' learning and social/emotional/behavioral challenges;

2. Conduct Functional Behavioral Assessments and reports findings to parents and school teams including Evaluation Team, IEP Team and RTI Team;
3. Develop Behavioral Intervention Plans and implement evidence based behavioral practices with fidelity and accountability;
4. Provide core academic instruction in compliance with CCSS at multi grade levels and offer remediation as well as extension;
5. Intervene in disruptive, destructive and self injurious behaviors to self or others by implementing safe, effective crisis management therapeutic techniques in a timely manner;
6. Work collaboratively and supportively with families, faculty and administrators and outside treatment teams;
7. Design learning opportunities that have an academic, experiential and/or service based component;
8. Write Individualized Education Programs;
9. Model and implement inclusionary based behavioral and instructional interventions in collaboration with classroom teachers;
10. Redesign environments to increase the likelihood of behavior intervention plan success;
11. Demonstrate sensitivity to cultural differences in social interaction patterns and styles;
12. Use multiple instructional techniques such as role playing, modeling, and direct feedback to address behavioral challenges;
13. Enhance students' personal and social success by teaching social skills;
14. Support adults in the integration of interventions to improve outcomes and coach adults in the implementation of identified interventions;
15. Collect data for regulatory compliance reports; analyze data to inform instruction and support school and district decision making and input behavioral data into student data management system;
16. Maintain student records and protect their confidentiality;
17. Participate on the Response to Intervention Team;
18. Support decision making framework that guides the selection, integration and implementation of the best evidence based academic and behavioral practices for improving outcomes for all students;
19. Teach and encourage prosocial skills and behaviors;
20. Provide consultation and recommendations to parents regarding behavior and social issues;
21. Engage disenfranchised students and families and serve as a member on the drop out prevention teams;
22. Perform other tasks as may be assigned by the Principal or the Director of Student Services.