

JOB DESCRIPTION

Clackamas ESD

POSITION TITLE: Heron Creek Behavior Support Specialist

DEPARTMENT: Special Education

PLACEMENT: Heron Creek

WORK YEAR: 190 Days

SUPERVISED BY: Heron Creek Coordinator

ASSOCIATION: Licensed

GENERAL DESCRIPTION OF THE POSITION:

The Behavior Support Specialist provides behavior support services for students who attend the ESD's Heron Creek program. The Specialist assists educators to use and implement evidence-based behavior support and intervention strategies for students experiencing challenging behavior. The Specialist provides professional development activities for staff in behavior techniques using the ESD selected prevention and crisis response system.

ESSENTIAL FUNCTIONS:

1. Assists ESD staff in the Heron Creek Program to develop and implement evidence-based behavior supports and interventions that meets the standards of best practice and Oregon Administrative Rules for behavior support, prevention, de-escalation, and crisis response techniques including the use of safe restraint and seclusion
2. Collaborates with school teams to develop functional hypothesis and behavior support plans including a defined method of collecting data on the effectiveness of the interventions
3. Maintains certification in the Non-Violent Conflict Intervention (NCI) behavior support program
4. Design, teaches and arranges for Heron Creek staff development for NCI, using strategies designed to maximize adult learning
5. Demonstrates rigorous adherence to and deep respect for the principles, approach, and content of the ESD selected behavior prevention and intervention system
6. Actively participates as a member of a team to systematically review, analyze, revise and document behavior incidents that involve the use of restraint or seclusion
7. Provides training and assists educators to implement individual and classroom behavior management methods and procedures designed to facilitate learning
8. Maintains knowledge of best practices and school reform initiatives in instruction and behavior supports for students with cognitive disabilities and communicates information to instructional staff, as professional development needs are identified
9. Maintains knowledge of state and federal special education regulations and procedures with regard to referral, identification, evaluation, placement, and provision of a free appropriate public education

ADDITIONAL FUNCTIONS:

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

MINIMUM QUALIFICATIONS:

1. Current Oregon Teaching License with appropriate special education endorsement
2. Recent successful experience supporting students with developmental disabilities including autism spectrum disorder as well as students with significant challenges in behavior: ED, OHI
3. Ability to acquire and maintain NCI certification as a trainer
4. Demonstrated ability to design and provide staff development to educators utilizing effective instructional strategies for adult learners
5. Knowledge about effective school-based behavior supports for students with developmental disabilities including both prevention and intervention strategies
6. Ability to collaborate with classroom team to develop data collection processes to support functional behavior assessments
7. Demonstrated ability to assess and analyze behavior using evidence-based strategies to conduct functional behavior assessment and generate behavior support plans
8. Demonstrated ability to implement individual behavior support plans including the collection and analysis of data to inform decisions
9. Demonstrated ability to utilize collaborative consultation skills that identify and focus on meeting the needs of the student experiencing behavioral challenges
10. Demonstrated ability to facilitate groups in meetings and workshop settings
11. Knowledge and skills to provide culturally competent services
12. Ability to acquire and maintain a valid first aid and CPR card
13. Demonstrated ability to effectively engage in a variety of team-based service delivery, planning, decision making, and problem solving
14. Demonstrate ability to compose and produce concise professional documents in a timely manner
15. Written and oral communication skills sufficient to perform essential job functions
16. Physical and mental attributes sufficient to perform essential functions

WORKING CONDITIONS:

1. Students may act in a challenging or offensive manner towards staff and other students, with potential for escalation to aggression, which may require physical intervention necessary to restrain or seclude a student whose behavior poses a threat of imminent serious physical harm
2. Exposure to communicable diseases found in children and adolescents
3. Physical intervention necessary to restrain out-of-control children
4. Frequent local travel to Clackamas County schools and statewide for conferences and meetings

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

Bend:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Climb:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Crawl:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Drive:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Kneel:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Lift:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Reach:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
(above shoulder)				
Sit:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Squat:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Stand:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Twist:	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Walk:	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All

2. Employee may use hands for:

Single Grasping	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Pushing & Pulling	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
Fine Manipulation	<input type="checkbox"/> Continuously	<input checked="" type="checkbox"/> Frequently	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All

3. Employee may use wrists for:

Twisting/turning	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
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4. Employee may use feet for repetitive movement as in operating foot controls:

	<input type="checkbox"/> Continuously	<input type="checkbox"/> Frequently	<input checked="" type="checkbox"/> Occasionally	<input type="checkbox"/> Not At All
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5. Lifting:

- Medium Work: Lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds.

Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- ☐ Understanding the metric system and conversions
- Fractions, decimals, and percentages
- ☐ Statistics, use of graphs
- ☐ Advanced mathematics
- ☐ Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- ☐ Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

Employee _____

Date _____

Supervisor _____

Date _____