

Lenawee ISD

Job Description

Position Title: Special Education Consultant – Behavioral Support
Area: Special Education
Reports To: Supervisor/Program Principal
Supervises: n/a
Last Revised: July 2023

SUMMARY:

To improve the behavior, academic learning, communication skills, socialization, and independence of students with behavioral challenges in the educational setting. The Special Education Consultant - Behavioral Support will work with education teams comprised of parents, local district staff, LISD staff, and agency staff.

ESSENTIAL JOB FUNCTIONS *include the following. Other duties may be assigned.*

- Services and support for students with behavioral challenges will be designed using a MTSS framework. Supports for these students will be provided in the general education curriculum to the maximum extent possible through teaming and collaboration with parents, local district staff, LISD staff, and agency staff
- Increases school-based team knowledge and effectiveness in supporting students with behavioral challenges in the education setting through the following areas:
 - Academic Accommodations
 - Modifications to the Curriculum
 - Visual Supports
 - Positive Behavioral Planning and Supports
 - Social Skill Interventions Including Peer to Peer Supports
 - Communication/Language Skills Interventions
 - Sensory Interventions
- Possesses knowledge of and promotes *empirically supported* interventions and strategies to increase effective practice in meeting the needs of students with behavioral challenges. Utilizes training, coaching, consultation, modeling, and team facilitation to meet this goal
- Facilitates an effective building-team process that will include:
 - Assisting in developing building-level support teams
 - Facilitating team meetings
 - Assisting the team in collecting and analyzing student data to guide plan development
 - support to the student's team to develop effective functional behavioral assessments and behavioral intervention and support plans
 - Establishing duties and timelines
 - Assisting team in clarifying necessary supports including the scope and duration of the supports (e.g., clarifying role of a non-mandated assistant)

- Performing follow-up activities that include an emphasis on accountability
- Possesses the skill, drive, dedication, and time to develop and lead regular trainings on topics relevant to instructing and supporting students with behavioral challenges
- Makes provisions for being available to students, their parents, and school staff for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Maintains professional competence in the field by attending and participating in professional organizations, workshops, and conferences
- Complies with rules and regulations related to Special Education Child Find
- Maintains accurate, complete, and correct records as required by law, district, policy, and administrative regulation
- Provide consultation and collaboration to students, their family members, and school staff
- Supports Strategic Plan and School Improvement process
- Aware of and complies with LISD Policies and Procedures in support of non-discrimination standards
- Assumes other responsibilities and performs other duties as assigned by Supervisor/Principal

- Universal Health Precautions:
 - Practices universal health precautions as outlined in the LISD Health Information Packet and/or described by the LISD school nurse
 - Stays informed of changes in current universal health precautions as described in the most current LISD Health Information Packet and/or as described by the LISD school nurse
 - Maintains adequate amounts of health equipment in the assigned work area so to be able to properly handle bodily fluids based on universal health precautions guidelines and/or input from the LISD school nurse

- Lifting/Body Mechanics:
 - Follows LISD recommended body mechanics/lifting in-service schedule
 - Practices proper and safe lifting techniques when moving, transferring, and lifting people and/or objects as described per LISD approved lifting in-service(s) and materials

- Competencies, Skills and Abilities:
 - Ability to use computer for tasks such as for basic word processing, daily email, electronic calendaring, excel data processing, student data systems, etc.
 - Ability to balance figures
 - Ability to compile statistics
 - Ability to coordinate itineraries/meetings/events/schedules
 - Ability to research information
 - Ability to prioritize multiple tasks
 - Ability to deal effectively with a changing environment and be open to new ideas
 - Ability to communicate in person, via phone and computer

- Physical Demands:
 - Occasional reaching/stooping/bending/kneeling/ crouching
 - Must be able to move intermittently throughout the work day with frequent prolonged standing/walking/talking
 - Must be able to read and speak the English language
 - Must have visual acuity
 - Must be able to see, hear, and move intermittently, or use prosthetics that will enable you to function adequately to assure that the requirements of this position can be fully met.
 - Must be able to cope with the mental and emotional stress of the position.

- Working Conditions:
 - Handle high stress and multi-task situations
 - Must have a regular and reliable level of attendance
 - Occasional pressures due to multiple calls and projects
 - May be exposed to long and/or irregular hours

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential job function satisfactorily. The requirements listed above are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Required:

- At least 3 years of experience working with students with behavioral challenges including the development and implementation of Functional Behavioral Analysis and Behavior Intervention Plans
- Good presence and public speaking skills and willingness to develop public speaking skills for conducting group trainings
- Possess a good working relationship with peers and has a credible reputation in the school system

Preferred:

- Minimum Master's degree in the area of special education
- Michigan License for Board Certified Behavior Analyst (BCBA)

CERTIFICATES, LICENSES, and REGISTRATIONS

- Possess a valid Michigan Special Education Certificate or
- Michigan License for Board Certified Behavior Analyst (BCBA)

TERMS OF EMPLOYMENT

Weeks, salary, and fringe benefits per LIEA master contract.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the LISD Board Policy on "Staff Evaluation."

Approved by: _____

Date: _____

Reviewed and Agreed to by: _____

Date: _____