

Cantalician Center Job Description

Behavior Consultant

GENERAL PURPOSE OF POSITION

The Behavior Consultant is responsible for classroom consultation, development of Functional Behavior Assessments, behavior intervention plans, implementation of behavioral support plans, treatment integrity, monitoring, parent education, staff training, and supervision of behavior technicians. .

REPORTING RELATIONSHIP

Reports to the Behavior Director

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Performs functional behavior assessments (FBA) for the purpose of ensuring accurate student placement, developing more effective IEP objectives, and complying with mandated requirements.
- Developing a Behavior Intervention Plan (BIP) to the extent warranted as result of the FBA
- Develop and implement the protocols and rubrics associated with the implementation and tracking of Positive Behavior Intervention Supports (PBIS)
- Create recommendations for comprehensive services
- Provide crisis intervention for students as needed.
- Assist staff to develop reliable methods to track individual progress.
- Assist with the interpretation of data.
- Participate in maintaining a behavior management plan for students with disruptive behaviors.
- Inform staff of appropriate individual interventions and guide them in proper use.
- Ensure that staff is capable of implementing BIPs. Monitor the ability of staff to implement an established BIP.
- Provide input and guidance on the assignments of staff based on their strengths.
- Document, date and sign all classroom visits.
- Assist classroom teams with developing individual behavioral support plans for identified

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children as well as assisting with creation and implementation of classroom-wide behavior management as needed.

- Participates in student IEP meetings as needed and/or assigned for the purpose of assisting in establishing effective student achievement goals and conveying/receiving information.
- Assists in developing procedures and training materials for instructional staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Acts as liaison between the family, student, and the instructional staff for the purpose of supporting individual educational goals.
- Assists in training and supporting instructional staff (e.g. new staff modeling, staff development training, classroom training).
- Conducts workshops, training, in-service presentations, in classroom management techniques and other topics for the purpose of assisting staff in more successfully developing behavior management skills.
- Utilize Strategies for Crisis Intervention and Prevention (SCIP) procedures in the School Programs when necessary.
- Participate in the training and monitoring of all direct service staff, utilizing the curriculum from Strategies for Crisis Intervention and Prevention (SCIP).
- Provide guidance to all assigned direct service staff for the implementation of SCIP procedures as they apply to the program, to individual students, and to the implementation of individual behavior management plans.
- Consistently comply with all agency policies and procedures.
- Perform other duties as requested by the Behavior Director

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SKILLS AND ABILITIES

- Posses good time management skills.
- Ability and desire to work as part of an interdisciplinary team.
- High level of written and oral communication skills.
- High level of interpersonal skills.
- High level of behavior management skills.
- Ability to be organized and to demonstrate knowledge of behavioral assessment, designing behavioral analytic programs, and evaluating progress.
- Proficient computer skills including Excel and WORD.
- Ability and desire to work as part of an interdisciplinary team.
- High level of knowledge of educational principles, especially those that apply to students with disabilities.
- Demonstrated knowledge of current literature and trends relating to the profession.

EDUCATION AND/OR TRAINING

Master's Degree in Social Work, Counseling, Psychology, or Behavior Analysis and three years of direct clinical and education experience; and five years experience with developmental disabilities.

SCIP-R & First Aide Certifications

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PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities
Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Stand			X	
Walk			X	
Sit		X		
Talk or hear				X
Use hands or fingers, handle or feel				X
Push/Pull		X		
Stoop, kneel, crouch or crawl		X		
Reach with hands and arms		X		
Stair climbing		X	X	

This job requires that weight be lifted or force be exerted. Show how much and how often by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Up to 10 lbs.				X
Up to 25 lbs.				X
Up to 50 lbs.				X

This job has special vision requirements. Check all that apply.

- ☒ Close Vision (clear vision at 20 inches or less)
- ☒ Distant Vision (clear vision at 20 inches or more)
- ☒ Color Vision (ability to identify and distinguish colors)
- ☒ Peripheral Vision (ability to observe an area that can be seen up and down or to the left and right while eyes
- ☒ Dept Perception (three dimensional vision; ability to judge distances and spatial relationship.
- ☒ Ability to Adjust Focus (ability to adjust eye to bring an object Into sharp focus)
- ☐ No Special Vision Requirements

Specific demands not listed:

Ability to work under pressure. Multi-task

WORK ENVIRONMENT

This job requires exposure to the following environmental conditions.
Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Outdoor weather conditions			X	

The typical noise level for the work environment is:
Check all that apply.

- ☐ Very Quiet
- ☒ Loud Noise
- ☐ Quiet
- ☐ Very Loud Noise
- ☒ Moderate Noise

Hearing:

- ☒ Ability to hear alarms on equipment
- ☒ Ability to hear students/individual calls
- ☒ Ability to hear instructions from staff

REPETITIVE MOTION ACTIONS

Number of Hours

Repetitive use of hands 0 1-2 3-4 5-6 7 +

A. Right only					
B. Left only					
C. Both					X

Grasping: simple/light:

A. Right only					
B. Left only					
C. Both					X

Grasping: Firm/heavy:

A. Right only					
B. Left only					
C. Both					X

Fine Dexterity:

A. Right only					
B. Left only					
C. Both					X