

JOB DESCRIPTION

PROGRAM: Head Start Program

JOB TITLE: Behavior Specialist

CLASSIFICATION: Program Specialist III A

PAY GRADE: 9

JOB SUMMARY

Provide behavioral support within a typical preschool classroom setting to individual children with developmental delays and/or social-emotional/behavioral concerns. Provide behavioral strategies to help strengthen the children's social-emotional skills and improve their ability to learn. Monitor, collect and analyze data to evaluate the effectiveness of implementation. Support teaching staff in the establishment and maintenance of positive and productive partnerships with families.

SUPERVISORY RELATIONSHIPS

REPORTS TO: Early Intervention and Mental Health Manager

SUPERVISES: Not Applicable

ESSENTIAL QUALIFICATIONS

- Bachelor's degree in Early Childhood Education, Special Education, Psychology, or a related field;
- Minimum of two years' professional experience observing, assessing, planning and implementing individual and group activities for young children, including those with disabilities, mental health and behavioral issues; and,
- Behavioral health training and/or experience preferred.

GENERAL REQUIREMENTS

- Current PA Act 34 Criminal, Child Abuse, FBI certifications, and Sex Offender Registry check prior to hire, and a Motor Vehicle Report;
- Recognizing and Reporting Child Abuse training completed within 30 days of hire;
- Physical examination prior to hire;
- Tuberculosis test prior to hire;
- Valid driver's license and reliable transportation, with appropriate insurance coverage, available daily;
- Computer training and/or documented proficiency with popular word processing, spreadsheet, and database software; experience with and/or training in Microsoft Office products particularly Word, Excel and Access is preferred;
- Physical ability to perform essential job functions without any health restrictions, including the ability to stand, walk or sit for long periods of time, lift and carry up to thirty pounds, have unrestricted use of the upper and lower body, corrected or uncorrected hearing and

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vision within normal ranges, a clear speaking voice and other abilities necessary to ensure child safety in the classroom, other group areas, and when in the community, such as but not limited to the following:

- Ability to bend, squat, reach, kneel, and climb stairs.
 - Ability to move from a sitting to standing position quickly, safely, and without difficulty.
 - Ability to chase an eloping child.
 - Ability to join the children's active play including jumping and running indoors and outdoors.
 - Ability to assist children with diapering, toileting, and change of clothing requiring lifting, bending, and squatting, and
- Non-traditional work hours, as required, including, but not limited to, evenings and weekends; and overnight travel.

RESPONSIBILITIES

❖ Specific Duties/Key Tasks

- Implement Positive Behavior Intervention Support (PBIS) strategies with assigned children in the classroom using one on one support, as needed;
- Assist children in learning appropriate social and emotional skills by planning Positive Behavior Support activities to intentionally teach these skills, as well as using naturally occurring situations in the classroom as teaching moments;
- Keep a written daily log of behavioral interventions/strategies/teaching tools used in the classroom;
- Monitor use and effectiveness of instructional supports, such as weighted vests, adaptive seating, tablets, etc. Discuss with Early Intervention Mental Health (EIMH) and Education team to maximize effectiveness or determine need for change;
- Collect, organize, and analyze child-related information in order to generate meaningful records and reports of activities and outcomes;
- In collaboration with EIMH, Education Supervisors and classroom staff, assure that the needs of assigned children are met by assisting with the implementation of an Individualized Guidance Plan, Behavior Intervention Plan, Behavioral Health Treatment Plan, and Individualized Education Plan (IEP);
- Support, guide, and coach education team members on individual and group management strategies, and the implementation of behavior and management plans for children, including data collection and analysis, monitoring, feedback, parent collaboration;
- Provide parent training as appropriate or as requested;
- Assume responsibility for ongoing personal professional growth and development;
- Attend meetings, trainings, and conferences as required;
- Maintain confidentiality at all times;
- Abide by the Code of Conduct and STEP Personnel Policies;
- Act as a member of the Head Start team; and,
- Perform all other tasks as assigned.

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REQUIRED KNOWLEDGE, SKILLS & ABILITIES

- ❖ Knowledge of the following:
 - Typical and atypical preschool child growth and development, especially social-emotional development and behavior;
 - Developmentally appropriate practices and other principles of early childhood development; and,
 - Issues facing low-income families, with specific appreciation for the demands placed upon young children and their families.

- ❖ Skills in the following:
 - Familiarity with the Microsoft Office Suite, including but not limited to Microsoft Word, Excel, Access, Power Point and Publisher components;
 - Oral communication, such as speaking, listening and interviewing;
 - Writing, editing, and communicating, including knowledge of English grammar, spelling and punctuation as they would relate to the production of reports, work plans, and other operational documents, as well as their use in communicating with a variety of individuals and groups;
 - Working within complex management and services delivery systems;
 - Classroom management and behavior modification techniques, including child behavior recording systems;
 - Familiarity with adult training techniques; and,
 - The use of tracking and reporting systems, including automated management information systems.

- ❖ Ability to perform the following:
 - Be creative, resourceful and flexible;
 - Observe early childhood classroom environments and provide feedback;
 - Collect, organize, analyze, and process information quickly and efficiently;
 - Prepare and maintain written records and reports;
 - Implement procedures and operations, and evaluate their efficiency and effectiveness;
 - Establish and maintain effective, collaborative partnerships with staff, parents, and community agencies;
 - Demonstrate respect for individuals and groups with varied cultural, racial, ethnic, religious, and linguistic identities or backgrounds;
 - Serve as a role model for staff and parents; and,
 - Meet goals, objectives, outcomes and timelines within broad parameters and work independently of direct supervision.

