

Description

JOB TITLE: **Behavioral Support Consultant**
EXEMPTION STATUS: E

JOB CODE: 1505
EEO CATEGORY: 2

Supervised and Evaluated by: Clinical Coordinator- Behavioral Support; Educational Coordinator; Assistant Principal

JOB SUMMARY: The Behavioral Support Consultant is responsible for a broad range of clinical duties, as well as special assignments. General duties include providing classroom consultation; conducting descriptive analyses, functional behavioral assessments and functional analyses; and the development and implementation of interim behavioral protocols and behavior intervention plans. The Behavioral Support Consultant will take a lead role in the guidance of the duties of the Behavioral Support Technician(s) and will work collaboratively with classroom teams.

ESSENTIAL DUTIES & RESPONSIBILITIES: The Behavioral Support Consultant must be able to consistently and successfully perform all essential functions of the position.

1. Provide data-based behavioral consultation to classroom teams
2. Complete behavioral assessments
3. Develop and write required reports
4. Measure student progress on interim behavioral protocols and behavior intervention plans and the reliability of treatment implementation
5. Train staff in best practice methods
6. Provide and oversee crisis intervention services for students
7. Ensure that IEP mandates are fulfilled
8. Maintain all records required
9. Perform any other duties as requested by your supervisor
10. Conduct all duties, responsibilities, and daily activities in accordance with current best practice and ethical guidelines

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of position skill and/or ability required.

- **EDUCATION and/or EXPERIENCE** – Preferred: master’s or bachelor’s degree in special education, psychology, or a related field from an accredited four year college or university. Experience in developing and implementing behavioral support plans with developmentally disabled individuals using Applied Behavior Analysis methods. Alternatively: high school diploma/GED, willingness to pursue bachelors degree in a relevant field, and 5 years experience developing and implementing behavioral support plans with developmentally disabled students, including 3 years as an Behavioral Support Technician.
- **CERTIFICATES, LICENSES, REGISTRATIONS Etc.** – First Aid and Strategies for Crisis Intervention and Prevention – Revised Instructor (SCIP-R) certification; fingerprint clearance through Office of Child and Family Services (OCFS) for individuals assigned to preschool units. Certification by the Behavior Analyst Certification Board as a Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCABA) is preferred.
- **COMMUNICATION SKILLS** - Command of the English language and the ability to verbally communicate, read and interpret general education periodicals/professional journals, technical procedures, or government regulations; write and comprehend routine instructions, short correspondence, reports, etc. Ability to effectively present information in one-on-one and small group situations to parents, students, and other employees of the organization etc.
- **OTHER SKILLS & ABILITIES** - Ability to define problems, collect data, establish facts, draw valid conclusions, solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret an extensive variety of instructions furnished in written, oral, diagram, or schedule form. Ability to use necessary computer software (Microsoft Word, Excel, Outlook) on a daily basis for communication, report writing, graphing, etc.

Description Cont'd

PHYSICAL REQUIREMENTS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential function of this job.

- sit, stand, stoop, kneel, crouch, or crawl
- have full usage of sensory abilities (vision, hearing, speech, and tactile senses)
- perform bodily movements without restriction, with full use of all limbs
- physical ability to successfully apply Strategies for Crisis Intervention and Prevention - Revised (SCIP-R) procedures appropriately for all children participating in programs

WORK ENVIRONMENT: Due to the behavioral disorders of some of the children we serve, persons may be at risk of intentional or unintentional acts of aggression (e.g., hitting, kicking, and biting). The noise level in the work environment is usually moderate. The position may require local and regional travel and the employee must be able to drive to various locations using their own vehicle.

Standards

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STANDARDS FOR ESSENTIAL DUTIES AND RESPONSIBILITIES **(as listed on Job Description)**

1. Provide data-based behavioral consultation to classroom teams

- Actively participate in the establishment of classroom behavior plans, interim behavioral protocols, and individual behavior intervention plans
- Actively participate in weekly team meetings to discuss student progress and current program issues
- In conjunction with the classroom teacher, ensure effective communication among members of students' clinical and educational team.
- Ensure accurate implementation of treatment plans
- Develop reliable methods to track individual progress
- Interpret data and recommend revisions to treatment plans as needed
- Routinely analyze data from classroom behavior plans, IBPs, BIPs, and casebooks
- Begin, revise, place on hold, and discontinue student programs as appropriate based on analysis of relevant data
- Assist classroom teams to develop programs to teach adaptive skills (e.g., developing areas of instruction, writing lesson plans, breaking skills into a task analysis)

2. Complete behavioral assessments

- Conduct direct and indirect descriptive analyses and functional analyses as appropriate
- Assign specific assessment duties to the Behavioral Support Technician(s) and other staff as appropriate
- Review and provide feedback on assessment procedures and results
- Provide a timely summary of evaluation findings
- Conduct record reviews
- Summarize findings in a clearly worded and well-organized report as needed
- Explain the results of the report to parents and/or guardians as needed

3. Develop and write required reports

- Ensure that reports are timely, of professional quality (clear, user friendly, grammatically correct, technically correct, consistent)
- Provide data-based summary or graph of progress for individual students as needed or requested (e.g., parents, school district, HRC)
- Summarize progress as needed for annual reviews or as requested by the supervisor

4. Measure progress and implementation fidelity for interim behavior protocols (IBPs) and behavior intervention plans (BIPs)

- Create effective data collection systems to monitor student progress with regard to IEP, interim behavior protocol, and behavior intervention plan objectives.
- Create and implement effective methods for evaluating treatment implementation

5. Train staff in best-practice methods

- Train staff on IBPs and BIPs
- Complete fidelity measures on IBPs and BIPs and provide feedback to staff as appropriate
- Participate in the training and monitoring of all direct service staff, using the curriculum from Strategies for Crisis Intervention and Prevention (SCIP-R) and Summit Standards

Standards Cont'd

6. Provide and oversee crisis intervention services for students

- Actively intervene as a Crisis Team member when called
- Inform Crisis Team members of appropriate individual interventions and guide them in proper use
- Promote proper use of personal protective equipment
- Regularly review the use of restrictive procedures to ensure that staff are positive and proactive in their efforts to manage severe behavior problems
- Ensure that data are obtained regularly to support the use of restrictive interventions and that children are making progress
- Ensure that data are submitted as requested by the Human Rights Committee
- Participate as a leader when investigating child abuse and neglect allegations

7. Ensure that IEP mandates are fulfilled

- Perform required functional behavioral assessments
- Develop IBPs and/or BIPs to address IEP management goals
- As requested, attend any scheduled CPSE/CSE meeting, representing and reporting on each student's current program, progress, or recommendations for change

8. Maintain all records required

- Establish and/or maintain a student specific file to contain student goals and objectives, clinical notes, and any other essential information
- Document communication with parties external to the agency

9. Perform any other duties as requested by your supervisor

10. Conduct all duties, responsibilities, and daily activities in accordance with current best practice and ethical guidelines

- Engage in ongoing professional development activities to remain informed regarding evolving practices in the field
- Be familiar and compliant with applicable ethical guidelines and codes of conduct (i.e., The Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts)

I have reviewed the above job description for which I have applied and feel I can fulfill the requirements of this position. I have stated any reasons which may limit my ability to perform the essential functions of this job.

Signature: _____ Date: _____