

Behavior Specialist - TST BOCES Tompkins County

Department: Tompkins-Seneca-Tioga BOCES

Classification: Competitive

Approved: 8/18/2023

By: HB, Deputy Commissioner of Human Resources

MINIMUM QUALIFICATIONS:

- (a) Graduation from a regionally accredited or New York State registered four-year college or university with a bachelor's degree in social sciences, human services, human resources, education or related field; **OR**
- (b) Completion of a minimum of 60 semester credit hours in a regionally accredited or New York State registered college or university **AND** two (2) years of full time paid (or the equivalent part-time) experience as a counselor, caseworker, or similar title in a community action or similar agency dealing with behavior strategies, interventions, and data collection; **OR**
- (c) Any equivalent combination of training and experience equal to or greater than that described in (a) and (b) above.

Tompkins County is Committed to Equity and Inclusion. We encourage those with similar values to apply.

DISTINGUISHING FEATURES OF THE CLASS:

The behavioral specialist (BS) will serve as a building level support to teachers, paraprofessionals, and students. The BS will provide classroom support through observation, team meetings, consults, etc. to classes within the Smith School for students who are struggling with external or internalized behaviors. The BS will support the case manager and program team in the creation, and management of, the functional behavioral assessment. This would include but not be limited to observation, student and staff surveys, scatter plots, data collection and collation of data. The BS will also support and assist with the creation of the Behavioral Intervention Plan (BIP) and/or crisis plan and measurement of data in relation to those. The BS will lead and review behavior intervention plans, measuring their successfulness and tracking necessary updates, changes, and projected course more student independence (removal of the plan).

The BS will also work closely with the building monitor team, NCI trainers, administration, and other stakeholders to consider behavioral strategies, chart programmatic grow areas and determine and/or provide staff trainings. The BS will not hold any supervisory responsibilities and will be supervised by the building principals.

TYPICAL WORK ACTIVITIES:

- Provides overarching positive and consistent behavior supports in the classroom, with small groups of students, with staff, with individual students with individual staff.
- Assists teachers, teaching assistants and paraprofessionals with student behavior management tools
- Utilizes teachable behavior approaches to assist students with school readiness and self-management skills
- Performs evaluations, observations, interviews, and compiles data for FBAs and BIPs
- Models and directs staff in tracking, charting, compiling, and interpreting data for FBAs and BIPs
- Attends faculty/staff meetings, including some presentations when appropriate
- Connects school staff with community resources
- Liaise with building administration to support student success and independence

KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

- Confidence in providing professional learning and development for colleagues and peers
- Ability to organize work and carry out duties autonomously
- Curiosity and the ability to determine why students and staff react in a particular way
- Effective communication skills, both written and oral
- Prepare and present written and oral reports to TST Administration and other faculty/staff
- Task management and effective follow through
- Ability to work well in teams and work groups
- Self-motivated, highly organized
- Strong interpersonal skills
- Tact and good judgment
- Experience with students who have disabilities

B26.DOC

8/18/2023