



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS SPECIALIST

GENERAL RESPONSIBILITIES

Under the direction of the Coordinator of Psychological Services, the Positive Behavioral Interventions and Supports (PBIS) Specialist is responsible for the overall leadership and management of the division's Positive Behavioral Interventions and Supports initiative, to include, providing training and technical assistance to school teams and PBIS Coaches to maintain and develop school-wide PBIS systems.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.)

- Facilitate sustainability and expansion of PBIS practices division-wide.
- Recruit, staff, train, and provide ongoing support to division level PBIS Coaches.
- Provide and/or facilitate quality training at all three tiers of PBIS.
- Provide ongoing coaching of school-based PBIS teams.
- Oversee division level data collection, management, and analysis.
- Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems (SWIS, PBIS Assessments).
- Collect and monitor school and division databases to track and analyze student behavior data including office discipline referrals, suspensions, team implementation, coach assessment of school-wide implementation, and climate survey patterns.
- Develop collaboration with multiple departments, initiatives, and contractor relations around Tier 2/3 supports.
- Participate in regional, statewide, and national PBIS leadership conferences and meetings.
- Perform related work, as required.

KNOWLEDGE, SKILLS, AND ABILITIES

Must have an extensive knowledge and understanding of the concepts, principles, and methodologies of teaching and learning and of current practices related to positive behavioral interventions and supports at all three tiers: universal, secondary, and tertiary. Experience planning and conducting professional development/training. Demonstrated leadership and project organizational skills (planning, implementing, and evaluation). Must possess the ability to work collaboratively with various groups and gain consensus related to project implementation. Excellent oral and written communication skills. Demonstrated strong interpersonal skills with individuals, teams, and groups (teachers, administrators, and support staff).

EDUCATION AND EXPERIENCE

Master's Degree with a certification in Administration and Supervision, preferred. A minimum of five years' experience as a teacher, behavioral specialist, or school psychologist required.

A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

The position requires standing/walking, sitting, lifting to 30 lbs., repetitive hand movements (including simple grasping, pushing/pulling, fine manipulation), bending, squatting, kneeling, climbing, and reaching.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license.