



Behavioral Specialist

Date: 06/04/2020

Reports to: Mental Health Coordinator

Department: Early Childhood Services

Classification: Full-time

Status: Non-Exempt

POSITION SUMMARY:

Responsible for assessing students with behavioral issues, collecting data on students, working with parents, teachers, family advocates, coaches, mental health, and special education partners to devise or support an existing behavior plan or strategies. Observing teacher and child interactions to evaluate effectiveness of the behavioral plan. Provide teachers coaching using the Teacher-Child Interaction Therapy (TCIT) model. Provide families with coaching and support using the Parent-Child Interaction Therapy (PCIT) model. Document results of observations collect data and enter data to show progress towards meeting established social emotional goals which lead to school readiness.

ESSENTIAL FUNCTIONS:

- Promote excellence in daily program operations that support the provision of quality services for children and families, and a learning environment where all children and staff can thrive
- Behavioral strategies and plans provided to meet or exceed State Licensing, Head Start Performance Standards, and IDEA regulations
- Ensure on-going observations of teacher and child interactions
- Complies and interprets screening results
- Lead for developing individual behavioral plans and strategies with teaching staff and family members
- Analyzes the behavior interventions to determine their success
- Coordinates between teachers and parents to implement behavioral interventions
- Works collaborative with teachers, family advocates, coaches, community partners and management staff
- Responsible to implement Teacher- Child Interaction Therapy and Parent-Child Interaction Therapy.
- Be knowledgeable of community and program resources to support staff in developing individualized strategies and behavioral support plans.
- Be knowledge and competent regarding implementing Performance Standards, Policies and Procedures, Positive Behavior Support (PBS), Conscious Discipline, administration Ages & Stages, Adverse Childhood Experiences (ACEs)
- Utilize Positive Behavior Support (PBS) and Conscious Discipline strategies to prevent and defuse disruptive behavior
- Instruct teaching staff, parents, and partners regarding Positive Behavior Support (PBS), Conscious Discipline, Teacher- Child Interaction Therapy and Parent-Child Interaction Therapy models, interventions, and individualized plans
- Be a resource to support staff in implementing PBS with staff, children, and families
- Provide all training, mentoring, and coaching as needed for individual staff members to achieve competency in implementation of Special Education and Mental Health services
- Ensure that all staff provide customer driven services, supporting the parent(s) as the first and most important teacher for their child
- Identify programmatic barriers that prohibit optimal development of parents as their child's teacher and aid in the development of strategies to remove those barriers
- Works with the Mental Health Coordinator to establish meetings and conferences with teaching staff, parents, family advocates, contracted special education providers and ancillary services
- Ensure positive working relationships with all partners
- Serve as a member of the Early Childhood Services Team and attends scheduled meetings as needed
- Supports the implementation of mental health programming through positive relationships
- Track all data related to the delivery of services to children with special needs or mental health services

- Ensure completion of Quality Assurance process on a monthly basis for data collection, strategies, and individual plans
- Review all consultation notes from mental health consultants and discuss any related issues with the appropriate teaching staff
- Comply with Head Start Performance Standards, Kansas licensing regulations, and Best Practices
- Knowledgeable of policies and procedures related to special needs and mental health as scheduled
- Assist with the annual Self-Assessment
- Respect and support cultural differences and diverse family structures
- Demonstrate good work habits such as arriving on time and adhering to appropriate break times
- Attend mandatory In-Service trainings and staff meetings
- Responsible to report any suspected abuse or neglect to appropriate authority
- Travel within agency service area with occasional out of area trips for training
- Ability to work unconventional business hours
- Advocate for Head Start in the community
- Maintain and assure confidentiality and privacy of SEK-CAP customers
- Uphold and promote the core values and mission statement of SEK-CAP
- Support management decisions both in actions and words
- Other duties as assigned

KNOWLEDGE AND EXPERIENCE:

Essential:

- Basic computer skills on IBM compatible P.C. systems and software
- Basic operation skills of general office equipment such as photocopiers, faxes, and phone systems
- Superior interpersonal skills. Ability to get along with diverse personalities; tactful, mature, and flexible
- Ability to meet and deal tactfully with the general public and to communicate effectively and clearly both orally and in writing
- Resourceful and well-organized self-starter, needing minimal supervision
- Ability to establish and maintain positive, effective working relationships with co-workers, community partners, and customers
- Ability to learn and adapt

Desired:

- Knowledge of Head Start Performance Standards/State Licensing requirements
- Knowledge of area resources

EDUCATION AND QUALIFICATIONS:

- Minimum of Bachelor's degree Special Education or Psychology, Master's degree Psychology preferred
- Minimum of two-year experience working in the field of Special Education or Mental Health is preferred
- Minimum two years experience working with Behavior Management/Early Childhood education is preferred
- Successfully complete a physical exam and TB skin test before beginning employment and every three years thereafter, as required
- Obtain First Aid card and CPR certification
- Possess current, valid driver's license and meet agency insurance underwriting guidelines
- Submit to and pass standard criminal history check
- Submit to and pass standard drug screen test
- Be fully vaccinated for COVID-19 before beginning employment

PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Use hands to finger, handle, or feel

- Reach with hands and arms
- Sit or occasionally stand; walk and stoop, kneel, or crouch
- Regularly lift and/or move up to ten pounds
- Required vision abilities include close vision, distance vision, peripheral vision, depth perception and ability to adjust focus
- Occasional exposure to wet and/or humid conditions
- Outside weather conditions
- Extreme cold and extreme heat
- Noise level is usually quiet to moderate

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

ACKNOWLEDGEMENT:

“I have presented this job description to the employee and all aspects of the position have been reviewed.”

Supervisor Signature

Date

“I have read this job description and thoroughly discussed the contents with my supervisor.”

Employee Signature

Date