

**School Administrative Unit #33**  
**Job Description**

**TITLE:** Behavior Coach

**REPORTS TO:** Director of Health and Wellness; Lead Behavior Coach

**EVALUATION:** Director of Health and Wellness

**SUPERVISES:** N/A

**GENERAL SUMMARY:** The Behavior Coach works with Case Managers/Special Education Teachers, Classroom Teachers, Administrators, related staff, students and families to develop and implement interventions within the school environment to assist students with social/emotional development, academic achievement and transition. The flexible role of Behavior Coach enables him/her to help students, within a variety of educational settings, become positive, contributing citizens within their school community and their community at large.

**QUALIFICATIONS (SKILLS/EXPERIENCE/TRAINING REQUIRED):**

- High school diploma or equivalent and sixty (60) credits of college and /or highly qualified under the federal requirements
- Minimum of two years of successful experience working with students.
- Must be able to function independently, have flexibility, personal integrity and the ability to work effectively with students and other staff members
- Must be certified in some form of therapeutic intervention de-escalation and physical restraint

**ESSENTIAL JOB FUNCTIONS:**

- In collaboration with School Psychologists, School Counselors, Speech/Language Pathologists, Occupational Therapists, Nurses, Special Education Teachers and/or Classroom Teachers, develop positive behavior intervention plans for at-risk students.
- Maintain regular and positive interactions, according to established behavior plans and /or IEP, with students who are demonstrating disruptive and/or “at risk” behaviors.
- Provide instruction in and reinforcement of socially acceptable behaviors via modeling, social skills groups, and individual check-ins.
- Consult regularly with administration and other members of students’ teams.
- Communicate with parents/guardians in regard to students’ progress.
- Assist with documentation of student progress in social, emotional, and behavioral areas of need.
- Advocate for students and families.
- Participate in transition planning for students.
- Promote and reinforce parental involvement in the schools.

**OTHER DUTIES AND RESPONSIBILITIES:**

- Perform other related duties as required by supervisor(s)

**ACTIVITY REQUIREMENTS**

<b>Lift</b> up to 10 lb.	N	R	<u>O</u>	F	C
<b>Lift</b> 11 to 25 lb.	N	R	<u>O</u>	F	C
<b>Lift</b> 26 to 50 lb.	N	<u>R</u>	O	F	C
<b>Lift</b> over 50 lb.	<u>N</u>	R	O	F	C
<b>Carry</b> up to 10 lb.	N	R	<u>O</u>	F	C
<b>Carry</b> 11 to 25 lb.	N	R	<u>O</u>	F	C
<b>Carry</b> 26 to 50 lb.	N	<u>R</u>	O	F	C
<b>Carry</b> over 50 lb.	<u>N</u>	R	O	F	C

<b>Twisting</b>	N	R	<u>O</u>	F	C
<b>Bending</b>	N	R	<u>O</u>	F	C
<b>Crawling</b>	<u>N</u>	R	O	F	C
<b>Squatting</b>	N	R	<u>O</u>	F	C
<b>Kneeling</b>	N	R	<u>O</u>	F	C
<b>Crouching</b>	N	R	<u>O</u>	F	C
<b>Climbing</b>	<u>N</u>	<u>R</u>	<u>O</u>	F	C
<b>Balancing</b>	N	<u>R</u>	O	F	C

**Work Surface(s)**

<b>Reach</b> above shoulder height	N	R	<u>O</u>	F	C
<b>Reach</b> at shoulder height	N	R	<u>O</u>	F	C
<b>Reach</b> below shoulder height	N	R	<u>O</u>	F	C
<b>Push/Pull</b>	N	R	<u>O</u>	F	C

<p align="center"><u>KEY</u></p> <p>N = not required  R = rarely  O = occasionally  F = frequently  C = constantly</p>
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**Hand Manipulation**

<b>Grasping</b>	N	R	O	<u>F</u>	C
<b>Handling</b>	N	R	O	<u>F</u>	C
<b>Torqueing</b>	N	R	<u>O</u>	F	C
<b>Fingering</b>	N	R	<u>O</u>	<u>F</u>	C

**Controls and Equipment:**

(list tools and/or equipment required to be used in this position)

Computer, calculator, telephone, copier, scanner, fax, postage meter, smartboard

**During an 8 hour day, employee is required to:**

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
<b>Sit</b>	<u>1</u>	2	3	4	5	6	7	8	1	2	3	<u>4</u>	5	6	7	8
<b>Stand</b>	<u>1</u>	2	3	4	5	6	7	8	1	2	<u>3</u>	4	5	6	7	8
<b>Walk</b>	<u>1</u>	2	3	4	5	6	7	8	<u>1</u>	2	3	4	5	6	7	8

**Cognitive And Sensory Requirements:**

- Talking: Necessary for communicating with others
- Hearing: Necessary for receiving instructions and queries
- Sight: Necessary for doing job effectively and correctly
- Tasting & Smelling: Not required

**Employer Expectation for the amount of lapsed time required by a typical worker to learn the skills of this job**

**description** (Specific Vocational Preparation Requirement)

- 1. Short demonstration only.
- 2. Any beyond short demonstration up to and including 30 days.
- 3. 30-90 days.
- 4. 91-180 days.
- 5. 181 days to 1 year.
- 6. 1 to 2 years.
- 7. 2 to 4 years.
- 8. 4-10 years.
- 9. Over 10 years.

**Summary of Occupational Exposures:**(list any materials position may be using, any exposure to the elements, any exposure to bodily fluids, noise, etc.) May be exposed to cleaning fluids, copier toner, disinfectants, lubricants, paints and solvents. Usually quiet to moderate noise.

**Other Items to consider**

Environment: Inside: 95% Outside: 5%

Work Surfaces: carpet and tile floors, chair and standard desk

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit and stand as needed.

*The above statements are intended to describe the general nature and level of work being performed by people assigned to do this job. The above is not intended to be an exhaustive list of all responsibilities and duties required.*

**\*External and internal applicants, as well as position incumbents who become disabled as defined under the Americans With Disabilities Act, must be able to perform the essential job functions (as listed) either unaided or with the assistance of a reasonable accommodation to be determined by management on a case by case basis.**

Classification: Non-exempt employee

Reviewed/Approved Supt: 6/7/23