

School Administrative Unit #33
Job Description

TITLE: Lead Behavior Coach

REPORTS TO: Director of Health and Wellness

EVALUATION: Director of Health and Wellness

SUPERVISES: Behavior Coaches

GENERAL SUMMARY: The Lead Behavior Coach plays a crucial role in providing guidance, support, and coaching to individuals or groups in order to promote positive behavioral changes. The Lead Behavior Coach will lead a team of behavior coaches and collaborate 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 primary goal of the Lead Behavior Coach will be to facilitate the growth and development of students by implementing evidence-based behavioral techniques and ensuring the delivery of high-quality services.

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:

- Leadership and Team Management
 - Supervise and provide guidance to team of behavior coaches
 - Conduct regular team meetings and training sessions to enhance skills and enhance skills and knowledge
 - Foster a positive and collaborative work environment that promotes professional growth and development
- 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, 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:

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

ACTIVITY REQUIREMENTS

Lift up to 10 lb.	N	R	<u>O</u>	F	C	Twisting	N	R	<u>O</u>	F	C
Lift 11 to 25 lb.	N	R	<u>O</u>	F	C	Bending	N	R	<u>O</u>	F	C
Lift 26 to 50 lb.	N	<u>R</u>	O	F	C	Crawling	<u>N</u>	R	<u>O</u>	F	C
Lift over 50 lb.	<u>N</u>	R	O	F	C	Squatting	N	R	<u>O</u>	F	C
Carry up to 10 lb.	N	R	<u>O</u>	F	C	Kneeling	N	R	<u>O</u>	F	C
Carry 11 to 25 lb.	N	R	<u>O</u>	F	C	Crouching	N	R	<u>O</u>	F	C
Carry 26 to 50 lb.	N	<u>R</u>	O	F	C	Climbing	<u>N</u>	<u>R</u>	<u>O</u>	F	C
Carry over 50 lb.	<u>N</u>	R	O	F	C	Balancing	N	<u>R</u>	O	F	C

Work Surface(s)

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

<p>KEY N = not required R = rarely O = occasionally F = frequently C = constantly</p>

Hand Manipulation

Grasping	N	R	O	<u>F</u>	C
Handling	N	R	O	<u>F</u>	C
Torquing	N	R	<u>O</u>	F	C
Fingering	N	R	O	<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>							
Sit	<u>1</u>	2	3	4	5	6	7	8	1	2	3	<u>4</u>	5	6	7	8
Stand	<u>1</u>	2	3	4	5	6	7	8	1	2	<u>3</u>	4	5	6	7	8
Walk	<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

Review/Approved Supt: 6/7/23