



BEHAVIOR COACH

SUMMARY/SCOPE/GOAL

The Behavior Coach supports implementation of interventions and strategies for students with disabilities. The Behavior Coach assists school administrators and staff in developing individual, class, and schoolwide behavior interventions, including data collection and analysis. The Behavior Coach will support the implementation of the Tier 1 schoolwide behavior management system as well as fidelity of Tier 2 interventions.

QUALIFICATIONS

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- Bachelor's degree in education or related field
- Three (3) years of classroom experience, with at least two (2) years of successful experience in behavior management

PREFERRED/DESIRED:

- Experience with MTSS framework and/or school problem solving teams

CERTIFICATIONS/LICENSES/TRAINING:

REQUIRED:

- CPI certification (may be obtained in first months of employment)
- Valid Florida driver's license.

PREFERRED/DESIRED:

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. The supervisor may assign additional tasks within the scope of this classification, as necessary.

1. Plan and implement professional development opportunities that address current research and best practices in classroom behavior strategies.
2. Provide direct, classroom-based, professional development for teachers, instructional assistants, behavior technicians, and other professional through modeling of behavior strategies within the classroom.
3. Maintain a high-level understanding of behavior management strategies and methodologies, including de-escalation skills and effective management systems, to determine appropriate positive behavior supports and disseminate information to personnel in the schools.
4. Facilitate professional learning communities.
5. Use appropriate techniques and behavior management strategies that promote and enhance implementation and monitoring of student behavior changes and fidelity of intervention implementation.
6. Provide model lessons and strategies which incorporate appropriate behavioral intervention strategies and Behavior Intervention Plans reflecting each student's culture, learning style, special needs, socioeconomic background, and functional behavioral needs.
7. Work frequently with students (whole and small group) in the context of modeling and coaching in classrooms.

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8. Work with teachers (including ESE, content area, and elective areas) in the schools they service, prioritizing coaching and mentoring time with those teachers, activities, and roles that will have the greatest impact on student positive behaviors and achievement.
9. Work with teachers to ensure that research-based behavior interventions and plans are implemented with fidelity.
10. Provide professional development in data analysis and using data to differentiate behavioral strategies and instruction.
11. Advise principals in making data-based decisions about behavioral instruction.
12. Provide consultation to the principals on the overall elements and operation of a successful behavioral tiered system of supports and the creation of a culture of positive behavioral supports.
13. Help lead and support behavioral leadership teams in schools.
14. Coordinate activities with supervisors and school administration to develop systems to prevent behaviors that lead to restraints and suspensions.
15. Communicate effectively with parents, peers, and administration, including verbal and non-verbal communication.
16. Perform any other duties as assigned.
17. Must be able to travel to schools, various educational sites within the District, as necessary.
18. Provide crisis intervention, using CPI strategies, as necessary.

OTHER DUTIES:

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Ability to instruct and monitor classroom teachers, assistance, and pertinent school personnel in the implementation of behavior plans. Ability to interact professionally with parents, school, and District personnel, and with other pertinent professionals. Ability to keep abreast of behavioral literature, practices, and regulations. Ability to understand and follow current guidelines regulating the implementation of behavior programming. Ability to demonstrate proficiency in oral and written presentation. Ability to develop, implement, monitor, and revise Behavior Plans for students.

GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

EQUIPMENT:

May use smart boards, tablets, Bunsen burners, chemical lab hoods, other classroom lab equipment, gym equipment, etc. that may be grade and subject specific. May use scales and/or equipment for the purposes of

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aptitude, skills, and/or behavioral diagnostics for the purposes of evaluating student performance within the prescribed parameters of their specific position.

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS:

(H) HEAVY WORK

Exerting up to 75 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Potential for exposure to bodily fluids and/or potential for violence/physical altercations.

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites often. Travel out of county rarely.

FOR HR USE ONLY:

DIVISION:	Student Services	DEPARTMENT:	Student Services
TITLE CODE:	tbd	CONTENT BY:	Dr. Jayna Jenkins, Director – Student Services
GRADE:		COMPENSATION:	Human Resources
UNIT:	BFT	LABOR RELATIONS:	Karyle Green, Ed.D.
LAST BOARD APVD:	Submitted 3/28/2023	CLASSIFICATION:	Karyle Green, Ed.D.
SCHEDULE:	8 Hrs.		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	12/5/2022	Developed	Dr. Jayna Jenkins, Director – Student Services

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.