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| <b>Job Title</b>  | Itinerant Psychological/Behavior Specialist  | <b>Job Category</b>     | Certified           |
| <b>Department/Group</b>   | Special Education                            | <b>Term of Contract</b> | 9 Months (187 days) |
| <b>Location</b>   | Central Office                               | <b>Travel Required</b>  | Yes                 |
| <b>Level/Salary Range</b>   |  | <b>Position Type</b>    | Full time           |
| <b>Reports to</b>   | Superintendent/Special Education Coordinator |                         |                     |
| <b>Job Description</b>  |  |                         |                     |
| <p>To achieve and maintain standards of excellence in the delivery of psychological/behavioral services to ensure that each student involved may derive the greatest academic, vocational, and personal benefit from the learning experience.</p>   |  |                         |                     |
| <b>Responsibilities</b>   |  |                         |                     |
| <ul style="list-style-type: none"> <li>• Participates as a team member in the identification of and assessment of students' social, behavioral, emotional, and academic problems</li> <li>• Works in collaboration with the Special Education Director, district behavior unit staff, and other district administrators in identifying and prioritizing district behavioral needs, interventions, etc.</li> <li>• Works in coordination with teachers, administrators, consultants and other appropriate professionals in conducting Functional Behavior Assessment (FBA) and in developing a Behavior Intervention Plan</li> <li>• Provides staff training and support in behavior management strategies</li> <li>• Models and coaches staff in behavior management strategies</li> <li>• Assist teachers, as necessary, with developing IEPs, behavior plans and manifestation documentation</li> <li>• Assist in interpreting the policies established by the federal and state laws and state and local board policies</li> <li>• Plan, train, implement and monitor a comprehensive plan for addressing behavioral concerns in the educational environment</li> <li>• Be familiar with the Alabama Administrative Code, Mastering the Maze and the data management system for special education records</li> <li>• Performs and models de-escalation techniques when an individual is exhibiting escalated and/or aggressive behavior toward himself/herself</li> <li>• Provides social skills training to students and coaching to teachers in such areas as anger management, social skills enhancement, conflict resolution, and appropriate</li> </ul> |  |                         |                     |



peer interactions

- Analyzes behavioral data and collaboratively writes Behavior Intervention Plans (BIP) to address behaviors that need to be increased or decreased
- Trains teachers in the documenting and analyzing of behavioral data
- Plans and confers with the classroom teacher concerning any behavioral, social, or personal problems affecting students
- Assists with evaluation of students in the areas of Autism, communication, social skills, sensory issues, etc.
- Consults with school district personnel, parents and community agencies
- Complies with local, state, and federal regulations regarding special education records, reports, and services
- Maintain confidentiality of Board of Education business
- Be regular and punctual in attendance
- Perform such other tasks as may be assigned by the Special Education Director

### **Working Environment**

The usual and customary methods of performing the job's functions may require the following physical demands: some lifting, carrying, pushing, and/or pulling. This job is performed in a generally clean and healthy environment.

### **Preferred Qualifications**

- Master's degree or higher in a Special Education field (or)  
Bachelor/Master's in Psychology
- Completed certification in Applied Behavior Analysis
- Experience in writing and implementing effective behavior plans
- Knowledge of effective strategies for behavior intervention
- Working knowledge of all federal, state, and local laws governing students with special needs
- Alternatives to the above may be considered if the Board deems it appropriate and acceptable