

SPECIAL EDUCATION BEHAVIOR SPECIALIST/TRANSITION COORDINATOR

Purpose Statement

The job of Special Education Behavior Specialist/Transition Coordinator was established for the purpose/s of providing support to the instructional program with specific responsibilities for supporting work experience opportunities for special education students by maintaining liaisons with community businesses and organizations; recruiting presenters; developing pre-employment and employment skills; providing information and/or direction to students; and promoting programs with staff and parents. This job was also established in order to effect positive behavioral change in students; provide supportive interventions to families and/or students; and comply with Federal, State, County, and District policies, regulations, and/or procedures.

This job reports to Director of Special Education.

Essential Functions

- Assists Special Education teachers and related staff for the purpose of supporting lesson plans and/or developing students' vocational skills.
- Collects proper documentation for the purpose of meeting the required items for program participation and/or parent/guardian approval.
- Coordinates employer and school partners for the purpose of meeting the work education objectives.
- Counsels students in job search skills for the purpose of informing them of employment and career options.
- Monitors student performance in a variety of work sites according to program guidelines (e.g. WBL, visits job sites, obtains employer evaluations, serves as a liaison between employer & student, etc.) for the purpose of identifying areas requiring additional training on techniques and methods for maintaining solid work habits.
- Monitors student's job locations for the purpose of ensuring compliance with pertinent child labor laws, insurance guidelines, and safety.
- Participates in a variety of meetings, workshops and committees (e.g. community sponsored events, award ceremonies, career events, etc.) for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable of program guidelines.
- Acts as a liaison with the public and mental health community for the purpose of supporting individual student development goals.
- Implements programs and services for behaviorally or emotionally disturbed students for the purpose of improved functioning and ensuring program eligibility and compliance with established guidelines.
- Assists in developing interventions, functional behavior assessments and behavior plans; consults with school SWPBS teams for the purpose of providing a safe and effective educational environment for students with challenging behaviors.
- Assists in developing procedures and training materials for district staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.

- Conducts workshops, training, in-service presentations, etc. in classroom management techniques, interventions, and other topics. Also conducts training of new Special Education teachers.
- Cooperates with others in the handling of child abuse and neglect cases through contact with school staff and outside agency personnel for the purpose of complying with mandated requirements.
- Participates in a variety of meetings, workshops, and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Coordinates ongoing compliance monitoring of IEP's that includes reviewing and finalizing documents.
- Mentors all new special education teachers. This includes: new teacher training, Easy IEP training, attendance at their IEP meetings, and collaboration on specific issues.
- Attends transition training workshops and shares information with special education teachers.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying and interpreting assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: safe practices in work sites and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; record keeping techniques; modern office practices and procedures; and pertinent federal/state labor laws and/or program requirements.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; working as part of a team; and meeting deadlines and schedules.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 50% sitting, 20% walking, and 30% standing. The job is performed under some temperature extremes and in a generally hazard free environment.

Experience Job related experience is desired.

Education Bachelor's degree in Special Education

Requirement

This is a certified position.

Certificates & Licenses

Teaching Certificate; Valid Tennessee Driver's License &
Evidence of Insurability

Continuing Educ./Training

Maintain Licensure

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade