

## CROWDER COLLEGE POSITION DESCRIPTION

<b>Status:</b> FT, 9 months	<b>Title</b>	BEHAVIOR SPECIALIST
<b>Revised:</b> 10/4/13	<b>Department</b>	SOCIAL SCIENCE
<b>Level:</b> Faculty	<b>IPEDS</b>	FACULTY
<b>FLSA:</b> Exempt	<b>Reports to</b>	AUTISM SPECTRUM DISORDER PROGRAM DIRECTOR

### POSITION SUMMARY

Behavior Specialist to work with area school districts with children with varying disabilities conducting assessments, developing and implementing behavior plans, training school personnel and providing ongoing support. This is a full time position with consulting and training responsibilities within the academic school calendar.

### MAJOR FUNCTIONS

Learning is the key to human growth and development. The primary function of faculty members at Crowder College is to help Crowder students maximize their learning. In order to help our students be better learners, faculty members are expected to:

1. Provide problem specific consultation and development of applied behavior analysis programming on site for area school district(s).
2. Conduct assessments, develop and implement behavior plans, train staff and provide ongoing support for area school district personnel.
3. Provide direct implementation of academic programming as needed.
4. Perform departmental and divisional responsibilities.
5. Assess and continually improve the effectiveness of ABA program and meet any standards required by the BACB.
6. Submit required reports by deadlines.
7. Continue learning through professional development activities.
8. Respect student thought.
9. Be a role model for learning behavior.
10. Maintain confidential relationships with respect to student information.
11. Support college activities.
12. Do faculty evaluations within prescribed guidelines.
13. Schedule no more than one week's worth of absences for school business, school activities, or personal days per semester.
14. Complete important assessment work.

### KNOWLEDGE AND CRITICAL SKILLS/EXPERTISE

1. Bachelor's degree required in Education, Psychology or closely related field.
2. BCaBA Certification preferred, but not required.
3. Experience working with children with autism, behavioral challenges or varying disabilities.
4. Ability to drive an automobile and a clean driving record required.
5. Excellent communication and interpersonal skills.
6. Ability to plan, organize and implement responsibilities effectively.
7. Ability to establish and maintain positive working relationships with students, other professionals, staff, and the public.
6. Information Technology Abilities required:
  - Ability to operate a personal computer using the Windows environment.
  - Ability to perform basic student database functions.
  - Ability to perform basic word processing using MS Word.
  - Ability to perform basic presentation functions using MS PowerPoint

**EQUIPMENT/SOFTWARE**

1. Operate standard office computers and software.
2. See above Information Technology abilities.

**WORKING CONDITIONS**

1. Generally indoors in a normal office/classroom environment with minimal exposure to temperature changes, noise, dust or chemicals.
2. Normal college working hours but adjustment of hours involving evening and/or weekend work is required from time to time.
3. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
4. A neat appearance and appropriate businesslike apparel are required.

**PHYSICAL DEMANDS**

1. Generally sedentary work but will involve mobility within the campus and various sites, light lifting of equipment, etc.
2. Input, access and distribute information using computers.
3. While performing the duties of this job, the employee is occasionally required to stand; walk; sit; use hands to finger, handle or feel; reach with hands and arms' stoop, kneel, or crouch; and talk or hear. Specific vision abilities required by this job include close vision.

**CREATIVE AND ANALYTICAL SKILLS**

1. Ability to define problems, collect data, establish facts, and draw valid conclusions.
2. Ability to devise or modify methods or processes to solve specific problems.

**LANGUAGE/COMMUNICATIONS SKILLS**

1. Ability to communicate effectively with a variety of people, including staff, students and the general public, in both written and oral mediums.