

## **Behavior Support Specialist**

**The Midwest Regional ESC is seeking a qualified candidate to fill the following position:**

<b>Position</b>	<b>Part-Time or Full-Time</b>	<b>Deadline to Apply</b>	<b>Start Date</b>	<b>Building/District Location</b>	<b>Special Requirements</b>
Behavior Support Specialist	Full-Time  5 days/week (M-F)  8:00 a.m. to 3:30 p.m.	Until Filled	8/8/2023	Simon Kenton School located in Hardin County	Must hold, or have the ability to obtain, a valid ODE Educational Aide Permit and an RBT Certificate.

If you have questions regarding the position and/or building assignment, please contact Craig Ludwig, Director of Special Education at:

[cludwig@hardindd.org](mailto:cludwig@hardindd.org)

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

### **MRESC Application**

Please read below for a full job description for this position.

**MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER  
BELLEFONTAINE, OHIO**

**Title: Behavior Support Specialist (BSS)**

**File 703**

**Reports to:** Director of Special Education, Superintendent, BCBA, or Designee.

**Job Objective/Purpose:**

A Behavior Support Specialist performs a variety of activities in support of instructional programs for assigned students and assists teachers/staff in the development and implementation of programs and materials to enhance the students' learning experiences.

Behavior Support Specialists (BSS) are paraprofessionals working under the direct supervision of a Board-Certified Behavior Analyst (BCBA), district administrator, or other authorized professional. The BSS or RBT is primarily responsible for supporting the direct implementation of behavior plans, analytic techniques, data gathering, and evidenced-based practices. This is a roving position that requires frequent travel between and among MRESC client districts and partner organizations.

**Minimum Qualifications:**

- Holds, or is eligible for, appropriate Ohio educator license as required for the position.
- A clear record as determined by the Ohio Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation
- Must acquire a Registered Behavior Technician (RBT) credential from the Board Analyst Certification Board (BACB) within four (4) months [120 days] of employment.
  - This nationally recognized credential must be maintained as a condition of ongoing employment (unless waived in writing by the MRESC Superintendent). Other credentials may be considered at the discretion of the Superintendent.
- Must have and maintain a valid Ohio driver's license.
- Prior experience working with youth with behavior needs preferred.
- Meet all health requirements mandated by law
- Such alternative to the above qualifications as the Superintendent may find appropriate.

**Responsibilities and Essential Functions:**

Specific duties and responsibilities will reflect the context and needs of each school to which a BSS or RBT is assigned. Under the supervision of a BCBA (or designee) ***duties shall include but will not be limited to:***

- Adheres to the conditions of [Licensure Code of Professional Conduct for Ohio Educators](#) and other codes of ethics as mandated by credentialing organizations.
- Acquire and maintain up-to-date restraint and de-escalation training appropriate for the position.
- Under the direct supervision of the BCBA (or designee), assists with behavioral assessments and implementation of individual behavioral strategies in compliance with all rules, regulations, policies, and procedures of the Ohio Department of Education, MRESC, schools, or other organizations served (including, but not limited to local Board(s) of Developmental Disabilities). The BSS / RBT must also adhere to any state-level or national accrediting organization's guidelines necessary to maintain required credentials.
- Partners with public school district staff and other organizations (i.e. Boards of DD) to refer youth to appropriate external supports when needed and collaborates with in-home behavioral support services (as directed).
- Works with one or more students to address behavioral needs or disorders. Provides direct behavior intervention support in classrooms, integrated setting, and natural environment.
- Implements students' Behavior Intervention Plans (BIP) in classrooms.

- Adapts classroom activities, assignments and/or materials under the direction of the teacher, administrator, and/or BCBA for the purpose of providing an opportunity for all students to participate in classroom activities.
- Provides support to teachers, classroom staff, and parents in monitoring individual student behavior.
- Maintains and updates records related to the development and implementation of Behavior Intervention Plans (BIP).
- Collects and charts data (behavioral or other types of data) as directed by supervisor. Provides written and oral reports on data to team members.
- Models the use of Applied Behavior Analysis methodologies in increasing or decreasing target behaviors.
- Implements programs (such as discrete trial training, social skills development, behavior plan), developed by the BCBA or other appropriate staff, within the student's school setting.
- Performs student observations at assigned school sites for the purpose of initial training and ongoing support, including follow-up activities related to data collection, reporting, or compliance with applicable procedures and guidelines.
- Observes children in all settings (classroom and home) to ensure proper implementation of plans and to monitor plans for effectiveness.
- Intervenes as appropriate when behaviors pose a threat of harm to self or others. Provides direct support to staff when severe behavior incidents are in progress.
- Attends meetings, webinars, conferences, seminars as required to enhance effectiveness in position.
- Supports students' general education (and/or transition to an inclusive classroom setting) using support techniques.
- Consults with classroom teachers about upcoming assignments and necessary accommodations and modifications for students.
- Collects progress data on assigned students and reports on that data to team members.
- In collaboration with a designated BCBA (or building supervisor/administrator) models techniques and procedures for general education teachers related to appropriate interventions.
- Assists in training staff on techniques to address student behavioral needs.
- Consults with designated building-level or district-level team members and other appropriate staff on a regular basis.
- Maintains and updates records related to the development and implementation of Behavior Intervention Plans (BIP).
- Maintains complete and accurate records, reports, and inventories, as required by law, district policy, or administrative directive.
- Sets up, updates, and completes files/forms in ProgressBook (or alternative student information systems or online platforms) as directed by supervisor or districts served.
- Collaborates with teachers, district leadership, supervisor, and parents to find effective solutions to learning and behavior problems under the supervision of a BCBA, district administrator, or other designated supervisor.
- Report evidence of suspected child abuse or neglect to the appropriate authority and notify the building principal or supervisor.
- Protect the confidentiality of privileged information in accordance with board policy, state/federal law, and regulations (including those mandated by any applicable accrediting organizations at the national level).
- Display personal integrity, impartiality, respect, and courtesy.
- Ensure the safety of all students under his or her supervision.
- Complete all mandatory training (Public School Works, Crisis Prevention Intervention, etc.) as required by the employer and organizations purchasing the RBT's services.
- Other duties as assigned by supervisor, Superintendent, or his/her designee.

#### **Abilities Required:**

- Ability to monitor the quality of behavior strategies and plans.
- Demonstrating professionalism and exemplary personal conduct

- Ability to establish and maintain effective and professional working relationships with co-workers, public schools, community members, and parents.
- Ability to write articulate correspondence and communicate clearly both orally and in writing.
- Ability to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings.
- Ability to travel frequently (within a personal vehicle) to meetings and work assignments
- Being punctual and maintaining a consistent attendance record
- Ability to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
- Organizing and managing time effectively.

**Working Conditions:** Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential exposure to blood borne pathogens
- Interaction with agitated, disruptive, or upset individuals
- Duties may require operating and/or riding in a vehicle
- Duties may require extended time using a computer terminal and keyboard
- Duties may require considerable telephone contact and paperwork
- Duties may require working under stress to meet schedules and deadlines
- Occasional lifting, carrying, pushing and/or pulling, stooping, kneeling, crouching, reaching, blocking, and running.
- Duties may require standing for a significant amount of time to present
- Duties may include working during the evening and/or weekend