



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS COACH

GENERAL RESPONSIBILITIES

Under the direction of the Positive Behavioral Interventions and Supports Specialist (PBIS), the Coach is responsible for supporting schools' Positive Behavioral Interventions and Supports (PBIS) initiatives and training, to include, providing support in implementation activities, and collection, analysis and reporting of data.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is a similar, related, or logical assignment to the position.)

- Support sustainability and expansion of PBIS practices division wide.
- Provide training and technical assistance to school teams to maintain and develop systems of school-wide Positive Behavioral Interventions and Supports.
- Provide professional development and training at all three tiers of PBIS to school-based teams and staff.
- Coordinate with building administration and school-based teams all PBIS initiatives.
- Monitor school and division databases to track student data related to behavior and school climate, suspensions, office referrals, attendance data, etc.
- Participate in PBIS leadership meetings at the division and building levels.
- Provide support to school-based staff and PBIS teams.
- Review school and division-wide data to inform and guide PBIS decision-making related to implementation outcomes.
- Participate in regional, statewide, and national PBIS leadership conferences and meetings.
- Perform related work, as required.

KNOWLEDGE, SKILLS, AND ABILITIES

Must have an extensive knowledge and understanding of the concepts, principles, and methodologies of teaching and learning and of current practices related to positive behavioral interventions and supports at all three tiers: universal, secondary, and tertiary. Experience planning and conducting professional development/training. Must possess the ability to work collaboratively with various groups. Excellent oral and written communication skills. Demonstrated strong interpersonal skills with individuals, teams, and groups (teachers, administrators, and support staff).

EDUCATION AND EXPERIENCE

Required:

Bachelor's Degree.

Minimum of five (5) years' experience as a teacher, behavioral specialist, or school psychologist.

Preferred:

A comparable amount of training and experience maybe substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls. Frequent sitting, walking, bending, grasping, fingering, repetitive motion, reaching, and driving. Occasional standing, stooping, and crouching. Ability to lift up to 20 pounds frequently. Requires timely and regular adherence to established work schedules.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.



SPECIAL REQUIREMENTS

Possession of a valid driver's license.

Regular and reliable attendance is an essential function of this position.