

BEHAVIOR SUPPORT STAFF	
REPORTS TO	Education & Disabilities Specialist
DEPARTMENT	Child and Family Development Programs
PROGRAM ASSIGNED	Head Start
LOCATION	Center Locations
SUPERVISORY	No
FTE STATUS	100% (approx. 9.5 - 11 months a year)
FLSA STATUS	Non-Exempt
SCHEDULE	M-F, 8:00AM-4:30PM
SALARY RANGE	\$24.78 – 42.39/Hour

PRIMARY PURPOSE

Responsible for supporting and assisting in the planning and implementation of targeted evidence-based Pyramid Model interventions and plans for children who have been identified through program procedures and verified by Education & Disabilities Specialist to require a higher level of support. Provide coordinated services in the classroom to increase social-emotional skills, life skills and learning. Provide positive behavioral interventions, behavioral support and instructional assistance to children. Support of individual behavior plans and IFSP's. Assist classroom team in reinforcing positive behaviors.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Observe and provide feedback in a supportive, instructive and diplomatic way to managers, specialists, coach, and teachers as needed using a social-emotional focused tool provided by the program. Use trauma-informed and Pyramid Model practices at all times.
2. Interact with children in a positive, nurturing and empathetic manner at all times.
3. Participate in active supervision throughout the site, in coordination with all staff.
4. Model universal developmentally appropriate classroom practices that foster attachment, build self-regulation skills and otherwise promote healthy cognitive and social-emotional development.
5. Assists and models targeted Tier II and Tier III developmentally appropriate social-emotional skills lessons within the classroom setting.
6. Assist children with performing and developing appropriate social-emotional, behavioral and self-help skills.
7. Advise classroom teacher in applying behavior management principles toward classroom organization, physical environmental factors, and general classroom management if needed.
8. Support development and implementation of behavior support plans with fidelity in cooperation with the direct service team to increase appropriate behaviors and decrease inappropriate behaviors of individual children.
9. Provide temporary intervention with individual or small groups of children when necessary to diminish behaviors that are challenging.
10. Will work in the role of substitute based on program need to support staff, children and families to keep classrooms open and providing services.

11. Creatively and collaboratively problem solve in daily work with coworkers and families. Function effectively as a member of a multidisciplinary team.
12. Review behavioral and/or instructional teaching practices carried out by classroom staff for relevancy and assists with revisions when requested.
13. Assist with the selection of the most appropriate data collection system for tracking behaviors, teaching strategies and criteria for successful attainment of positive behavior outcomes, if needed.
14. Complete documentation within specified timelines. Ensuring a professional quality and supportive tasks including those to preserve the history of interventions; utilize Positive Behavior Support Systems, collect and track data on child behavior, record anecdotal notes on child progress, maintain records, logs and files as assigned.
15. Attend and participate in assigned meetings, including IFSP meetings and in-service trainings.
16. Maintain good working relationships with community agencies and individuals.
17. Work in a cooperative manner with all staff and program committees to ensure a team approach to the delivery of services to the families and children in Head Start.
18. Must maintain a working knowledge and implement program plans, policies and Head Start Performance Standards.
19. Fulfill requirements as a Mandatory reporter.
20. Other duties assigned.

OTHER DUTIES AND RESPONSIBILITIES

1. Be a respectful, cooperative, and reliable team member, consistently treating co-workers, families, and community partners with respect and dignity.
2. Contribute to the operation of the program by attending and participating in program staff meetings; and sharing information gained through attendance at required trainings, workshops, and consultations.
3. Support in the evaluation and planning of program goals and plans.
4. Maintain professional and collaborative relationships by supporting and implementing position related duties of program contracts, MOU's and interagency agreements.
5. Maintain professionalism in dress and manner: Arrive to work on time, ready to work and participate. Meet program timeframes, checking email daily as well as site specific communication systems.

Code of Conduct:

Perform all work in compliance with program plans, policies Performance Standards, and CAT Codes of Conduct.

Confidentiality:

Respect and maintain program and client confidentiality policies regarding enrolled children and families, personnel issues, and other program operations as appropriate. Continuously ensure strict confidentiality of all sensitive information encountered while performing the duties of the position.

Training:

In consultation with supervisor, develop professional work goals and development plan, participating in training as requested.

JOB/BEHAVIORAL COMPETENCIES

1. Experience and education in children's learning styles.
2. Evidence of organizational skills with attention to detail.
3. Must have dependable transportation and/or valid driver's license and auto insurance.
4. Evidence of ability to work in a cooperative team manner, coordinate directly with members of management, able to follow directions and program rules and policies.
5. Must be on the Central Background Registry, pass a pre-employment drug screening and have completed a TB screen.
6. Must be willing and available to work flexible hours, occasional evenings or weekends; also, to include the ability to attend meetings and trainings that may require out-of-town travel and overnight stays.
7. Must have Intermediate working knowledge and skills with computers including Microsoft Office, Adobe, Google Drive, etc.
8. Ability to work with families from a diverse population.
9. Ability to de-escalate situations effectively, and to problem solve efficiently and bring issues to resolution.
10. Ability to return to task quickly despite constant interruptions.
11. Ability to communicate effectively with children and adults in both verbal and written format.
12. Make decisions independently in accordance with established policies, and use initiative and judgment in carrying out tasks and responsibilities. Utilize problem identification and resolution techniques. Establish and maintain records, reports and statistical data. Maintain confidentiality. Remain calm and use good judgement during confrontational or high-pressure situations. Courteously meet and interact effectively with coworkers, children and families as well as the public.
13. Effective organizational and record keeping, use of computers and a variety of software applications. Understanding effective mentoring and modeling strategies.

COACHABILITY - JOB DESCRIPTION ESSENTIAL FUNCTION

1. Complete designated job tasks, special projects and all other duties as assigned to meet team, department, and Community Action Team, Inc. goals, while working cooperatively, efficiently, and productively in a team environment.
2. Actively demonstrate high levels of employee engagement, accountability, coachability, and responsibility for personal performance and results.

COACHABILITY – JOB DESCRIPTION KNOWLEDGE, SKILLS ABILITIES

1. **Growth Oriented** - Seek out and approach training opportunities with active engagement and curiosity, while learning and exhibiting understanding of Community Action Team, Inc policies, protocols, and performance expectations. Demonstrate initiative to incorporate and

implement learning principles from informal and formal training, as well as feedback from leaders and co-workers. Actively pursue professional development opportunities to add value to Community Action Team, Inc, including learning, adopting, and quickly adapting to new techniques and technologies used in the changing utility industry.

2. **Accountable** - Actively demonstrate accountability and responsibility for both work product results and the impact behaviors and decisions may have on the ability of others to do their jobs well. Work cooperatively in a team environment, while consistently demonstrating collaborative, respectful and productive work habits.
3. **Coachable** - Receive, interpret, and implement job-related instruction, guidance, coaching, and training (both formal and informal) while progressively improving skills and overall success in performing assigned duties. When issues of poor performance or negative behaviors are raised, incorporate feedback in a constructive manner that demonstrates understanding of the concern and an ability and willingness to achieve the required consistent and sustained improvement.

MINIMUM QUALIFICATIONS AND EXPERIENCE

Minimum:

1. Bachelor of Arts or Science degree in psychology, social work science, degree in Human Services, Child Development or related field, with experience working with at-risk children and families preferred OR a satisfactory equivalent combination, experience and training.
2. Baccalaureate degree in Human Services, Child Development or related field.
3. At time of interview/appointment, must be enrolled in the Criminal History Registry.
4. Considerable knowledge of child development, educational social emotional curriculum and development of child behavior plans. Effective communication techniques with children and adults. Interventions to support the behavioral, social skill and executive functioning of children birth to age 5.

PREFERRED:

Bilingual skills preferred.

PHYSICAL DEMAND

☒ Lifting	☐ Pulling	☒ Reaching	☐ Manipulating
☐ Carrying	☐ Pushing	☐ Shoveling	☒ Keying/typing
☒ Other (Sitting for long periods)			

Amount of Effort Applied	% of Time Effort is Applied			
	Less than 15%	15% to 40%	40% to 70%	More than 70%
Less than 1lb.		X		
Between 1 & 5 lbs.		X		
Between 5 & 25 lbs.	X			

Between 25 & 60 lbs.	☒			
More than 60 lbs.	☒			

☒ Sitting	☒ Standing	☐ Walking
☒ Stooping	☐ Bending	☐ Confined
☒ Other (Kneeling)		

MENTAL OR VISUAL DEMAND

☐	Occasional mental and/or visual attention; the operation/task performed is either close to being automatic or the duties require attention only at long intervals.
☐	Frequent mental and/or visual attention; the flow of work is either intermittent or the process involves intermittent checking or interacting with others.
☐	Continuous mental and/or visual attention; the work is either repetitive or diversified requiring constant alertness to monitor and respond to various situations.
☐	Concentrated mental and/or visual attention; the work involves performing complex tasks to very close accuracy and quality specifications; or a high degree of hand and eye coordination for sustained periods.
☒	Intense and/or exacting mental and/or visual attention; the work involves visualizing, planning, laying out, or otherwise performing very involved and complex work.

WORKING CONDITIONS

☐ Dust	☐ Dirt	☐ Heat	☒ Cold
☐ Fumes	☒ Noise	☐ Vibration	☐ Water
☐ Other (specify)			

☐	The job is typically performed under very comfortable working conditions; any disagreeable elements are generally absent during normal performance of job.
☒	Work is typically performed under reasonably good working conditions; while exposure to any or all of the above elements may occur, such exposure is generally not present to the extent of being disagreeable.
☐	The job is often performed under somewhat disagreeable working conditions; exposure to any or all of the above elements is likely, with at least one present to the extent of being disagreeable.
☐	The job is continuously performed under disagreeable working conditions; exposure to any or all of the above elements is probable, with several being present to the extent of being objectionable.
☐	Work is continuously performed under extremely disagreeable working conditions; exposure to many objectionable elements is both continuous and intensive.

ATTENDANCE



Behavior Support Staff

1. Typical schedule is Monday-Friday
2. Hours are generally 8:00 AM – 4:30 PM with occasional need for weekend or off-hours support for events, trainings, etc.

SAFETY

Compliance with regular safety guidelines is acceptable.

FLSA STATUS

Non-Exempt

CERTIFICATES/LICENSES

1. Food Handler's
2. Driver license
3. First Aid & CPR – Adult/Children

EEO CLASSIFICATION - This section should be completed by the Human Resources Department. It classifies positions for specific state and federal reporting requirements.

☐ Executive/Senior Level Managers (1.1)	☐ First/Mid-Level Managers (1.2)	☐ Professional (2)	☐ Technician (3)
☐ Sales (4)	☐ Administrative Support Workers (5)	☐ Craft Worker (6)	☐ Operative (7)
☐ Laborer (8)	☐ Service Worker (9)		

SIGNATURES & DATES - The following signatures are required to confirm the accuracy and completeness of the Job Description; that essential functions are aligned with organization goals and objectives; to validate that it is clear, concise and supports compliance with legal considerations; and employee understanding of the job requirements.

NOTE: Because jobs change, management reserves the right to add to or change the duties of the position at any time.

I have read this job description. I understand my responsibilities and will fulfill them to the best of my ability.

<i>Immediate Supervisor</i>	<i>Date:</i>	<i>Next Level of Management</i>	<i>Date:</i>
<i>Human Resources</i>	<i>Date:</i>	<i>Employee</i>	<i>Date:</i>