

JOB DESCRIPTION

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| POSITION TITLE: | Behavior Coach, Life Enrichment Education Program (LEEP) |
| DEPARTMENT & PROGRAM: | Special Programs |
| WORK YEAR: | 185 Days |
| SALARY PLACEMENT: | Range 20/21* |
| SUPERVISED BY: | Program Coordinator |
| ASSOCIATION: | Classified |
| FLSA STATUS: | Non-exempt |

*Placement 21 is for bilingual positions

GENERAL DESCRIPTION OF THE POSITION:

The LEEP Behavior Coach works under the direction of the Licensed Behavior Consultant in collaboration with the classroom teacher to create supportive settings for all students in their assigned classroom. Students in the LEEP program are kindergarten through age 21 with complex disabilities that include significant cognitive delays and may include complex behavioral needs. Behavior services may include direct instruction for the student(s) and/or classroom staff, consultation, data collection, and the development of material as directed by the Licensed Behavior Consultant and/or classroom teacher. The LEEP Behavior Coach is responsible for modeling to fidelity how to implement a student's behavior support plan. Additional responsibilities include the collection and charting of behavioral data and ongoing communication with the classroom teacher, Licensed Behavioral Consultant, related service providers, and classroom staff. The LEEP Behavior Coach provides training to others on topics specific to individual student programs and Behavior Support Plans to increase the capacity of the school team to effectively work with students.

ESSENTIAL FUNCTIONS:

1. Learn and implement to fidelity a student's Behavior Support Plan under the supervision of the Licensed Behavior Consultant and Classroom Teacher.
2. Provide instructional coaching to classroom staff related to the students Behavior Support Plan.
3. Assists the LEEP Licensed Behavior Consultant in the development of stimuli that go hand in hand with behavioral programs, activities, and interventions that promote positive student behavior.
4. Responds to student(s)' behavior in a manner consistent with student(s)' behavior support plans, safety plans, program philosophy, trainings, and CESD Board policies.
5. Trained in current required and nationally approved noncrisis prevention and restraint and seclusion trainings such as NCI, OIS, CPI, and Mandt.
6. Provides required and requested documentation such as student progress and other monitoring data within prescribed timelines and using available including low and high technology as guided by the Licensed Behavior Consultant and/or classroom teacher.
7. Provides direct instruction to student(s) using evidence-based curricula to support the student(s) ability to make progress on Individual Education Program (IEP) goals as guided by the Licensed Behavior Consultant and/or classroom teacher.
8. Assist teaching individual and small groups of students in relevant areas of instruction and adaptive behavior including communication, self-care, social skills, community use, functional academics, leisure, and work as guided by the classroom teacher and/or specialists.
9. Assists teaching student(s) the transfer of skills in multiple settings, e.g., cafeteria, playground, bus, community as guided by the classroom teacher and/or specialists.
10. Assists in the implementation of student(s) related service plans and accommodations including; communication system, personal care needs (i.e. feeding, toileting) and delegated health care need as guided by the related service teams.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements.
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds.
3. Maintains professional and technical knowledge by participating in professional development activities.
4. Maintains regular communications including checking and replying to work email on a regular daily basis.
5. Maintains regular and punctual attendance.
6. Demonstrates and models professional judgement in all settings and across all activities.
7. Communicates professionally with all stakeholders across the day.
8. Identifies professional strengths and limitations and sets and meets performance goals that includes maintaining the Registered Behavior Technician (RBT) certification under the supervision of the Licensed Behavior Consultant.

9. Willing and flexible to be reassigned according to the LEEP staffing need at any given time to support continued program development and safety.
10. Contributes to being an engaged and positive member of a collaborative instructional team through the participation in professional development.
11. Performs other duties as may be assigned.

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Supports an inclusive work and learning environment for children, colleagues, business partners, and community members, where applicable; and actively demonstrates a commitment to provide equitable services to all communities CESD serves.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Associate's degree from an accredited university or current Registered Behavior Technician from the Behavior Analysis Certification Board (BACB) or in the process of obtaining that credential (within 6 months).
2. Two years of work experience, preferably as a Behavior Coach or Educational Assistant.
3. Current Registered Behavior Technician from the Behavior Analysis Certification Board (BACB) or in the process of obtaining that credential.
4. Ability to remain professional while working in stressful environments and situations.
5. Ability to communicate fluently in English in writing and speech.
6. Ability to use technology to collect and summarize data clearly and concisely.
7. Ability to complete appropriate Oregon State approved behavioral intervention training, such as OIS, to carry out interventions.
8. Ability to obtain CPR and First Aid card.
9. Ability to uphold Family Educational Right to Privacy Act (FERPA).

PREFERRED QUALIFICATIONS:

1. Bachelor's degree from an accredited university.
2. Bilingual. Bilingual candidates must pass a language proficiency assessment at an intermediate high to advanced level per CESD guidelines to be eligible for bilingual salary placement

WORKING CONDITIONS:

1. Work environments vary by position and may include offices, schools, outdoors, community, and stakeholder locations.
2. Itinerant positions involve travel to multiple sites during day and week throughout the CESD service area, including use of personal vehicle.
3. Travel may require use of agency vehicles or public transportation.
4. Physical care and support of young children and school age students to support personal care and learning.
5. Physical care or delegated medical tasks as designated in medical and emergency protocols prescribed for assigned children.
6. Student(s) may demonstrate challenging or aggressive behavior (hit, kick, spit, smear feces, bite) which may require physical intervention.
7. Exposure to communicable diseases common in young and school age children.
8. Exposure to and use of various materials including wood, paper, cardboard, fabric, foam, glue, paint, latex, rubber gloves, soap, cleaning compounds, and potential food allergens.
9. Occasional evenings and weekends may be required for program events.

EQUIPMENT USED:

1. Wheelchairs
2. Hoyer lifts
3. Standing Frames
4. Personal Vehicles
5. CESD Vans
6. Personal Protection Equipment
7. Accommodations outlined on a student’s physical therapy plan to include (gait belts, walkers, adaptive trikes, etc.)

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that he or she can also do sedentary and light work.

| Never | Rare / Intermittent | Occasionally | Frequently | Continuously |
|------------|--------------------------------------|-------------------------------------------|--------------------------------------------|---------------------------------------------|
| Not At All | Less than 1 hour or 1- 5% per day | 1 – 3 hours per day or 6 – 33% per day | 3 – 6 hours per day or 34 – 66% per day | 6 – 8 hours per day or 67 – 100% per day |

| Lifting (X = REQUIRED) | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------|-----------------------|---------------------|--------------|--|
| Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift. | | | | | | |
| 01-30 lbs | Never | Rare | Occasionally | X Frequently | Continuously | |
| General school supplies, teaching materials, food items, and backpacks. | | | | | | |
| 26-50 lbs | Never | Rare | X Occasionally | Frequently | Continuously | |
| Positioning of students in wheelchairs and assisting in the transfer of students. | | | | | | |
| > 50 lbs | Never | X Rare | Occasionally | Frequently | Continuously | |

| Employee may need to: (X = REQUIRED) | | | | | | | | |
|-----------------------------------------------|--|-------|-------------------------------------|------|-------------------------------------|--------------|------------------------------------------------|--------------------------------------------------|
| Bend | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Climb | | Never | | Rare | <input checked="" type="checkbox"/> | Occasionally | Frequently | Continuously |
| Crawl | | Never | | Rare | <input checked="" type="checkbox"/> | Occasionally | Frequently | Continuously |
| Drive | | Never | | Rare | <input checked="" type="checkbox"/> | Occasionally | Frequently | Continuously |
| Kneel | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Reach (above shoulder) | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Reach (forward) | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Sit | | Never | | Rare | <input checked="" type="checkbox"/> | Occasionally | Frequently | Continuously |
| Squat | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Stand | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Twist | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Walk | | Never | | Rare | | Occasionally | Frequently | <input checked="" type="checkbox"/> Continuously |
| Run | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Stairs | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Lying Down | | Never | <input checked="" type="checkbox"/> | Rare | | Occasionally | Frequently | Continuously |
| Hands may be used for: (X = REQUIRED) | | | | | | | | |
| Grasping | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Pinching | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Finger Manipulation | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Wrists may be used for: (X = REQUIRED) | | | | | | | | |
| Twisting/Turning | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| Pushing/Pulling: (X = REQUIRED) | | | | | | | | |
| 01-30 lbs | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| 31-50 lbs | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | Continuously |
| > 50 lbs | | Never | | Rare | <input checked="" type="checkbox"/> | Occasionally | Frequently | Continuously |

| Carrying: (X = REQUIRED) | | | | | | | | | | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------|------|-------------------------------------|--------------|------------------------------------------------|------------|-------------------------------------|--------------|
| 01-30 lbs | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> Frequently | | Continuously | |
| Description | Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items. | | | | | | | | | |
| 31-50 lbs | | Never | | Rare | <input checked="" type="checkbox"/> | Occasionally | | Frequently | | Continuously |
| Description | Carrying of children (who are injured or in distress), for a max of 10 feet. | | | | | | | | | |
| > 50 lbs | | Never | <input checked="" type="checkbox"/> | Rare | | Occasionally | | Frequently | | Continuously |
| Description | | | | | | | | | | |
| Environment Exposures (X = REQUIRED) | | | | | | | | | | |
| Chemical Contact | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> | Frequently | | Continuously |
| Moving Objects | | Never | | Rare | | Occasionally | <input checked="" type="checkbox"/> | Frequently | | Continuously |
| Noise | | Never | | Rare | | Occasionally | | Frequently | <input checked="" type="checkbox"/> | Continuously |
| Safety Equipment | | Never | | Rare | | Occasionally | | Frequently | <input checked="" type="checkbox"/> | Continuously |
| Wetness | | Never | | Rare | <input checked="" type="checkbox"/> | Occasionally | | Frequently | | Continuously |

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | = Not Required

REASONING ABILITY:

- Complete routine, repetitive tasks with simple instructions
- Follow detailed instructions that require few changes
- Follow detailed procedures with several potential variables
- Accurately interpret behaviors and nonverbal communication and act on decisions
- Demonstrate logical or deductive thinking
- Provide creative, innovative solutions to job problems

CALCULATIONS:

- Perform simple copying, addition, counting, subtraction
- Perform multiplication and division
- Understand the metric system and conversions
- Manipulate fractions, decimals, and percentages
- Understand and use statistics
- Understand and use charts and graphs
- Understand and use advanced mathematics
- Understand the theoretical application of statistics and complex math

LANGUAGE:

- Read and understand product labels, policies written at the 10th grade level
- Follow verbal or demonstrated instructions
- Explain simple directions, copy data from one form to another
- Complete form letters or answer routine correspondence
- Compose correspondence independently
- Read and interpret complex technical material
- Speak and understand a second language
- Prepare complex reports and documents
- Speak with individuals and small groups in an articulate manner
- Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.