

Job Description:			
Job Title:	Behavior Specialist	Effective Date:	July 2024
Supervisor:	Executive Director	Entry Level Salary:	\$39,000
Employment Status:	Exempt	Exempt - Bona fide salaried employees who are not covered by the FLSA's overtime pay provisions, and therefore are not compensated for hours worked beyond regular working hours (25 hours per week).	

Purpose:

- Support child, family and team member wellness for a program-wide culture that promotes mental health/wellness, social and emotional well-being, and overall health as our priority for children, families, and team members.
- Assist with the design and implementation of an approach with systems that are responsive to the mental health and well-being of children, families, and team members and the behavioral health concerns of an individual child or groups of children.
- Provide direction and leadership to achieve positive outcomes for children and families, focusing on social and emotional growth and development in a high-quality, early childhood education environment with meaningful family, community, and public/private school engagement.
- Provide guidance and support for team members.

Responsibilities:

Leadership

- Communicate the Program's mission, vision and goals to the center team and in the community.
- Implement Program vision, mission, goals, and objectives with a team approach.
- Engage people in the mission and vision of the Program.
- Contribute to development of positive organizational culture, i.e., "inspire others to see hope put into action through positive messaging."
- Work collaboratively with the Leadership Team to ensure the delivery of high quality, comprehensive services to children and families to achieve social and emotional development and other school readiness goals with parent/family and community engagement.
- Ensure implementation of policies/procedures related to social and emotional development and well-being of children, families, and team members; including developing and implementing policies and protocol to limit suspension and prohibit expulsion.
- Participate in the annual Program Self-Assessment.
- Prepare for and participate in OHS On-Site Monitoring (federal).
- Support Program's implementation of *Program-wide Positive Behavior Intervention Support (PBIS)* and provide guidance, direction, and strategies that are consistent with the Program's philosophy and approach.
- Model consistently the PBIS expectations to: be safe; be respectful; be a team player; and be kind.

Program Services

- Serve on the *Program-wide Positive Behavior Intervention Support (PBIS)* Leadership Team to ensure implementation of all components of program-wide Positive Behavior Intervention Support (PBIS).
- Serve on Child Development, Inc.'s Health Advisory Committee to ensure that the goals and objectives of the Mental Health Approach are carried out to achieve social and emotional development and well-being, school readiness and that recommendations for follow-up are adhered to.
- Implement preventative and responsive practices for the mental and behavioral health of individual and groups of children.
- Schedule visits to each center at least one (1) or two (2) times per month or as needed to:
 - maintain regular contact and develop a comfortable rapport with the children, families and team members;
 - observe teaching teams and complete documentation regarding implementation of appropriate and effective strategies with individual and groups of children, gather data to develop individual behavior plans for children and/or refer children for further evaluation;
 - meet with team members to review existing behavioral health plans and support Team Leaders and teaching teams with implementation of strategies; discuss observations, gather additional information, and document recommendations for changes to the plan;
 - develop behavior plans and follow-up on implementation, effectiveness, and document progress.
 - meet with teaching teams and Family Advocates to follow up on concerns, gather additional information, recommend strategies, and arrive at a follow-up plan of action with required documentation; and

- meet with team members to address issues about children's growth, development, or behavior identified by team members that could serve as a training opportunity or a springboard for future trainings.
- Work with Team Leaders and teaching teams to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors.
- Work with Family Advocates to meet the mental health and social and emotional needs of children and families.
- Help parents/families and team members to understand mental health and access mental health interventions when needed.
- Provide guidance, support, and recommendations for the smooth transition of children and families within the Program, to other providers, and to kindergarten.
- Review individual child files prior to the child attending and consult with the Mental Health Specialist, Family Advocate, and teaching team when:
 - a child is receiving behavioral health services prior to enrollment in the Program and will be attending the center/classroom;
 - concerns about the child's behavior has been shared by the family and/or information gathered by program team member (ERSEA and/or Family Advocate) during the enrollment process indicates a possible need for additional services prior to the child attending the center/classroom; and
 - the child presents concern after he/she is enrolled in the Program and attending.
- Support team members and families by recommending and documenting a plan of action that may include: initial or additional observations by the Behavioral Specialist, the development of a behavior plan, implementation of general or specific strategies in the classroom, placement of children, referrals for further evaluation, referrals to community agencies that support each child and family.
- Assist with children who have atypical behavior or development by:
 - reviewing the child's file and information gathered including health and development assessments, evaluations, treatment plans, Behavior Incident Reports (BIRs); etc.
 - making recommendations and a plan of action for individual children;
 - participating in conferences for individual cases with parents and team members and completing documentation;
 - participating in follow-up sessions with parents and/or team members, as outlined in an individual Behavioral Services Plan (Flow Chart) and completing documentation; and
 - making recommendations for referrals for further evaluations, such as: to community-based behavioral health agencies.
- Promote social and emotional development and well-being by:
 - consulting directly with Team Leaders and team members during visits to the center;
 - observing team member interactions with children or gathering information from meeting with team members and providing feedback, including recommendations for additional training, coaching, and/or peer mentoring;
 - reviewing current resources from: Head Start.gov (formerly ECKLC); Center on the Social Emotional Foundations for Early Learning at www.vanderbilt.edu/csefel; and National Center for Pyramid Model Innovations at www.challengingbehavior.org that can be utilized in the classroom, serve as a training topics, distributed at parent meetings, or through the program newsletter;
- Know and ensure compliance with state and federal regulations related to mental health and well-being.
- Monitor and analyze reports for databased decision-making and quality improvement.
- Have a working knowledge of the Program's goals, objectives, and action steps including areas identified for continuous quality improvement through the program-wide and site-specific self-assessment process.
- Facilitate effective communication and team approach for positive outcomes.
- Provide supportive sessions (no more than three) and recommendations for Child Development team members.
- Meet with Executive Director and School Readiness Director for the purpose of strengthening communication, sharing resources, improving planning, discussing professional growth/development, reviewing and analyzing data, developing action plans for continuous quality improvements, and reporting on progress made.
- Work cooperatively with Directors, Managers, Team Leaders, Specialists, and other team members; report problems/concerns to the Executive Director.
- Build community partnerships to facilitate access to additional mental health resources and services, as needed.

Professional Development

- Provide on-going feedback to Mental Health Team, PBIS Leadership Team, and to specific Team Leaders and, when appropriate, individual team members.
- Utilize relevant policies and appropriate procedures to guide and support team members.
- Recommend appropriate training, tools, and resources.
- Provide evidence-based recommendations to develop site-specific and program-wide Professional Development plans to ensure that appropriate opportunities including mentoring, peer sharing/networking, peer training, and practice-based coaching are offered to improve performance and positive outcomes for team members, children, and families.
- Perform other duties as assigned by the Executive Director.

Qualifications:	
Education and Experience:	<ul style="list-style-type: none"> • Master's Degree • Licensed Behavior Specialist • Relevant experience working with young children and families
Knowledge:	
<ul style="list-style-type: none"> • Thorough knowledge of Head Start Performance Standards, Head Start Act, PA PreK Counts, Child Care, and Keystone STARS regulations and related technical assistance resources <ul style="list-style-type: none"> ○ Early Childhood principles, developmentally appropriate practice, developmental stages (0-6) ○ School Readiness, Child Outcomes, and Transition assessment and best practices ○ Health, mental health, disabilities, and assessment and referral practices and procedures ○ Family Partnerships and Parent/Family and Community Engagement and other related areas • Thorough knowledge of professional and ethical standards, including <ul style="list-style-type: none"> ○ Appropriate relationship boundaries ○ Privacy and confidentiality ○ Appreciation for diversity and respectful of differences (culturally responsive) • Effective relationship-building principles and practices • Effective group process techniques • Research-based practices • Conflict resolution and crisis management 	
Skills and Abilities:	
<ul style="list-style-type: none"> • Commitment to implement and promote the Program vision, mission, goals, objectives and policies for a comprehensive, developmentally appropriate program for young children and their families. • Ability to contribute to development of positive organizational culture. • Ability to develop team members and build a collaborative atmosphere. • Ability to facilitate planning within a collaborative framework. • Ability to establish and maintain effective working relationships with children and families, co-workers, and professional colleagues with a good understanding of individual and group behavior. • Ability to provide team members with guidance and resources needed to accomplish work. • Ability to promote accountability for completion of goals and objectives. • Ability to resolve conflict in a calm manner using tact and diplomacy. • Ability to demonstrate commitment to professional development. • Ability to integrate research-based practices into work. • Ability to collect and analyze meaningful data. • Ability to evaluate and share data to collaborate on ideas and make decisions to improve the quality of the program. • Ability to model consistently the PBIS expectations to: be safe; be respectful; and be a team player. • Ability to accept and exercise authority appropriately and make rational decisions. • Ability to recognize and respect confidentiality. • Ability to effectively communicate in oral and written form. • Ability to ensure completion and compliance of regulations, procedures and provide related training. • Ability to use technology for communication, record keeping, and reporting. 	
Requirements:	
<ul style="list-style-type: none"> • Must receive a negative pre-employment drug-screening test. • Must receive an initial health appraisal and Mantoux TB Test and a health appraisal every two years once employed. • Must receive National Sex Offender Registry, Criminal History, Child Abuse, and FBI Fingerprint Background Clearances. • Complete Child Abuse Mandated Reporter Training within required timelines. • Must have a valid PA driver's license. • Be punctual and reliable in attendance. • Be professional, productive, and follow the Standards of Conduct, Conflict of Interest, and Confidentiality policies. • Physical ability to access homes, centers, and classrooms. • Work evenings and flexible hours when necessary. • Travel as required. • Participate in position-related and relevant training, Program Committees/Teams, and meetings, etc. 	

PHYSICAL ACTIVITY JOB REQUIREMENTS:

Job Title:	Behavior Specialist			Effective Date:	July 2024
PHYSICAL ACTIVITY	FREQUENCY OF ACTIVITY				
	Not Performed	Occasionally Up to 33% of Time 1-2.5 hours	Frequently 34% - 66% of Time 3- 4.5 hours	Continuously 67% -100% of Time 5-7 hours	
Sitting			X		
Standing		X			
Walking		X			
Bending Over		X			
Twisting	X				
Climbing	X				
Reach Above Shoulder		X			
Crouching/Stooping	X				
Kneeling		X			
Balancing	X				
Pushing or Pulling		X			
Repetitive Use of Hands				X	
Fine Finger Dexterity				X	
Grasping - Simple/Light				X	
Grasping - Firm/Strong			X		
Lifting or Carrying:					
• up to 10 lbs		X			
• 11-20 lbs		X			
• 21-50 lbs		X			
• 50 or more lbs	X				
Use of Head and Neck				X	
Frequency of Interpersonal Relationships Necessary to Perform Job				X	
Frequency of Stressful Situations Necessary to Perform Job		X			

I have read this job description with the addendum for physical requirements and am able to perform the duties as stated.

Team Member Signature

Date

HR Manager and Executive Director Signatures

Date