



## MTSS COACH: SOCIAL/EMOTIONAL/BEHAVIORAL

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### Position Summary

Provides consultation, training and support with design of interventions and coaching towards implementation of interventions for educators, staff, families in order to effect positive behavioral change in students K-21. Complies with federal, state, county and district policies, regulations and procedures.

### Supervisory Relationship

This position reports to the Director of Student Services Department and/or other building principals.

### Essential Functions

1. Demonstrates understanding of Multi-Tiered Systems of Support and evidence-based interventions at each tier. Models and coaches teams/staff on effective intervention strategies at each tier to increase school engagement in Positive Behavioral Interventions and Supports (PBIS) and multi-tiered systems (universal, targeted and intensive).
2. Collaborates with district and school teams at each tier to provide ongoing professional development on culturally responsive, trauma-informed interventions (e.g, relationship building, classroom management strategies, collaborative problem solving, functional behavior analysis).
3. Coaches school teams at each tier on using data to inform interventions.
4. Coaches school teams on the use of various social emotional learning interventions at each tier (whole group, small group, individual), to encourage students to build self-awareness, self-regulation, and relationship skills.
5. Understands the behavior characteristics typically associated with various school age conditions (e.g., autism, behavior disorders, traumatic brain injury, intellectual disabilities, etc.)
6. Uses a trauma-informed, problem-solving framework in providing consultation with building staff regarding individual student behavior concerns.
7. May provide ongoing consultation/coaching to individual student teams (educators, staff and parents) in functional behavior analysis, trauma informed practices, and other evidence-based practices for students with behavioral challenges.
8. Collaborates with teams to coach and/or assist with conducting functional behavior assessments and developing trauma-informed, strength-based behavior intervention plans, including the design of data collection systems.
9. Provides direct and indirect observations of students in multiple settings.
10. Serves as a liaison to students, staff and parents regarding school and community resources.
11. Stays informed of current research regarding best practices in consultation.
12. Collaborates with a variety of service providers and agencies in a professional and respectful manner on behalf of the district.
13. Communicate effectively (both orally and in writing) with students, parents, and staff. Actively listen and confirm understanding of information exchanged.
14. Participates in a variety of professional meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform the functions of the job and remaining knowledge with best practice and district guidelines.
15. Attends and participates in site specific meetings, IEP meetings, 504 meetings and parent conferences.

16. Keeps current with issues, laws and regulations regarding restraint and seclusion practices.
17. Keeps current with issues, laws and regulations regarding positive behavior interventions, special education, educational trends, and other issues related to children with exceptional needs.
18. Maintain accurate, complete, and confidential records as required by federal and state law, district policy and administrative regulations.
19. Follow district and school policies, procedures, rules, regulations, and guidelines, and the provisions of the contract and exercise professional judgment when acting in the absence of a covering guideline or policy.
20. Maintains regular and prompt attendance.
21. Performs other duties as assigned.

### **Required Knowledge, Skills and Abilities**

1. Ability to work effectively and collaboratively with diverse students, staff and community populations.
2. Maintains the integrity of confidential information relating to a student, family, colleague or district patron. Uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.

### **Minimum Qualifications**

#### Education

- Bachelor’s degree in Education or closely related field; and,
- Valid Oregon teacher’s license with appropriate grade level/subject area endorsements.

#### Experience

- Four (4) years of experience reflecting the skills shown above.
- An equivalent combination of education and/or experience equaling seven (7) years will be evaluated. However, there will be no substitution for licensure.

#### Preferred Qualifications:

- Applied Behavior Analysis (ABA) Certification
- Board Certified Behavior Analyst (BCBA) Certification
- Masters of Social Work, psychology or related field

### **Work Environment**

Duties are performed in an office environment, training environment, and in schools.

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	Eugene Education Association
<b>Pay Grade</b>	Licensed Salary Schedule
<b>Approved by</b>	Karen Hardin, Director of Human Resources
<b>Last revised</b>	May 27, 2021

**Employee Statement**

“I have reviewed the above position description and understand its contents.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

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Employee Name (Print)

\_\_\_\_\_  
Date

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Employee Signature

\_\_\_\_\_  
Date