



Program: Head Start
Title: Behavioral Coach
Department: CDE (Child Development & Education)

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OVERALL PURPOSE OF JOB:

The CDE Behavioral Coach is responsible to provide coaching and mentoring approaches with teaching staff and families through a range of behavioral approaches and techniques to help support activities. This position focuses on coaching the assessment of the teaching staff's strengths and weaknesses, developing a personalized action plan and working with the coachee to provide behavioral support in the identified setting.

CORE ORGANIZATIONAL SUCCESS FACTORS:

1. COMMUNICATION

PERFORMANCE MEASURES:

- Openly communicates necessary information with accuracy in a timely manner. Check e-mail and voicemail daily and use basic word processing and company management systems. (i.e. ChildPlus)
- Refrains from divulging confidential information regarding students, families or employees.
- Prepares legible documentation.
- Effectively listens and completely reviews documentation before commenting.
- Communicates all information, opinions, and ideas in a positive manner including on social media.

2. CUSTOMER SERVICE

PERFORMANCE MEASURES:

- Is aware of the potential impact of own attitude and behaviors and makes appropriate adjustments to assure that communication and services are purposeful and appropriate.
- Demonstrates knowledge of how different parts of the organization fit together when providing service to clients.
- Recognizes the successes of staff and clients.
- Responds to internal and external customer service inquiries in a timely manner.

3. PROFESSIONALISM

PERFORMANCE MEASURES:

- Demonstrates respect, honesty, integrity, and fairness to all.
- Gains knowledge to ensure competency which leads to professionalism.
- Demonstrates a willingness to use knowledge gained and to distribute it to others.
- Follows work procedures, policies, and Head Start Program Performance Standards.
- Represents agency in a professional manner when attending any agency program or event.

4. RESPONSIBILITY/ACCOUNTABILITY

PERFORMANCE MEASURES:

- Makes rational decisions and is answerable for those decisions.
- Attends work, meetings, and appointments regularly and on-time.
- Completes follow-up/follow-through with assignments and decisions.
- Maintains responsibility and accountability for program resources such as time, money, equipment, etc.
- Follows all policies and procedures in Employee Handbook.
- Follows Recognizing Child Abuse and Mandated Reporter procedures.

5. TEAMWORK

PERFORMANCE MEASURES:

- Strives to be "solution-focused" rather than "problem-focused" and presents recommendations that best meet the needs of clients, the organization, and community.
- Maintains constructive team relationships, coordinates effective goals, and identifies/plans ways to effectively work together with other team members.
- Demonstrates flexibility and adaptability to change.
- Attend Agency events as needed.

ESSENTIAL FUNCTIONS (other duties may be assigned)

1. Assist in management of the classroom by assessing and supporting a positive classroom climate.

PERFORMANCE MEASURES:

- Ensure students are properly supervised at all times.
- Provide techniques and tools to support teaching staff in implementing positive behavior strategies.
- Monitor and provide feedback to staff on student behavioral progress.
- Demonstrate knowledge and application of behavioral management techniques and positive guidance approach.

2. Create and support implementation of classroom behavioral plans.

PERFORMANCE MEASURES:

- Provide guidance and oversight on positive behavior support practices and implementation.
- Collect and analyze data.
- Perform assessments to determine the functions of behavior as well as to define triggers and target behaviors.
- Assess teaching staff's strengths and areas of growth and develop action plans.
- Measure effectiveness of interventions.
- Work collaboratively with teaching staff to create classroom action plans with measurable strategies.
- Evaluate the effectiveness of the teaching staff in implementing the behavior plan.

3. Resolve crisis and conflict situations.

PERFORMANCE MEASURES:

- Respond quickly and appropriately to crisis situations.
- Employ the least restrictive intervention necessary to de-escalate the situations.
- Provide training/modeling to teaching staff to de-escalate challenging behaviors.
- Document child behavior incidents on designated forms.
- Document family communication on ChildPlus.

4. Build and maintain collaborative relationships with Agency staff, children and families.

PERFORMANCE MEASURES:

- Work collaboratively with management and supervisory staff, individual teachers or teaching teams, children and families.
- Provide training and leadership in behavior management techniques to Head Start staff and families.
- Keep abreast of current trends and activities with regards to behavior management.
- Develop positive relationships with teaching staff, case managers, children and families.
- Attend monthly Education meetings as needed.
- Provide guidance to support team success.
- Participate in on-going training and experiences in adult learning.
- Review results of classroom observations by BRS and/or CDE Education Supervisors to determine the need for behavioral intervention.

5. Support families with children exhibiting challenging behaviors.

- Provide techniques and tools to support families in implementing positive behavior strategies.
- Provide guidance and oversight on positive behavior support practices and implementation.
- Perform assessments to determine the functions of behavior as well as to define triggers and target behaviors.
- Collaborate with Case Managers to identify families' strengths and areas of growth.
- Work collaboratively with families and HS staff to develop action plans.
- Evaluate the effectiveness of the behavior plan.



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6. Complete administrative duties.

PERFORMANCE MEASURES:

- Create and maintain an organized system for confidential record keeping.
- Coordinate and meet with CDE Manager, CDE Supervisor(s), Behavioral Resource Specialist(s) and Health and Disabilities Manager on a regular basis to discuss progress and goal attainment.
- Complete assigned reports within assigned deadlines.

OTHER DUTIES OF JOB

- Attend KID meetings as required.
- Attend community Agency meetings as required.
- Complete special projects as assigned.
- Perform other duties as required.

SUPERVISION RECEIVED

Supervision is ***typically*** received from the CDE Manager.

SUPERVISION ADMINISTERED

This position ***typically*** requires the supervision of assigned education program staff.

QUALIFICATIONS

EDUCATION

- Baccalaureate or advanced degree in Early Childhood Education; Psychology, Social Work, Sociology, HDFS or a related field.

EXPERIENCE AND/OR TRAINING

- 3-years experience working preschool age children – preferred.
- 3-years experience in behavioral intervention – preferred.
- Ability to be a team player with proven excellence in collaborating with staff and families.
- Ability to effectively communicate with families and staff relating to program, staff, student and classroom goals.
- Demonstrated achievement of goals which reflect initiative.
- Independence in task organization.

LICENSES OR CERTIFICATIONS

- Valid driver's license
- Valid auto insurance
- Act 34, 83, 151 Clearances

MENTAL DEMANDS

- Concentration/Attentiveness
- High Level of Record Keeping
- Independent Judgment and Discretion
- Manage Multiple Projects/Tasks
- Respond to Angry/Upset Individuals
- Read and comprehend instructions/work orders

PHYSICAL DEMANDS

CONSTANTLY INCURRED (more than 75% time on job)

Ability to hear conversation; Ability to communicate orally, use of Hands to Type or Handle Objects, Specific visual requirements, Use of depth perception, Use of color vision, Ability for rapid mental/muscular coordination simultaneously, Ability to use both hands.

Frequently Incurred (Between 25% - 75% of time on job)

Ability to use both legs, Ability to sit, Ability to walk, Ability to repeatedly bend, Reaching at high or low level; Ability to stand, Ability to climb stairs, Repetitive twisting or pressure involving wrists or hands, Ability to operate motor vehicle.

Occasionally Incurred (Less than 25% of time on job)

Ability to kneel, Ability to sit on the floor, Ability to stand, Ability to stand from a sitting or kneeling position, Ability to sit, Ability to lift up to 65 lbs., Ability to climb stairs of at least 2 flights, Ability to stoop.

PERSONAL PROTECTIVE EQUIPMENT

Occasionally Incurred (Between 25% - 75% of time on job)

Use of latex or vinyl gloves.

WORKING CONDITIONS TYPICAL OF THIS POSITION:

Constantly Incurred (More than 75% of time on job)

Contact with children.

Frequently Incurred (Between 25% - 75% of time on job)

Must be able to travel to and perform assigned job duties at any Head Start center, Work outside and inside, Work with hands in water, Exposure to blood and bodily fluids.

Occasionally Incurred (Less than 25% of time on job)

Work outside, Exposure to cleaning chemicals, Work alone.

TOOLS AND EQUIPMENT

- Use various office equipment, i.e., computers, laptops, tablets, portable devices, copier, fax, printer, etc.

KNOWLEDGE, SKILLS, AND ABILITIES

PROBLEM-SOLVING SKILLS

- Identify problems, investigate the root-cause, and make recommendations for solutions.

VERBAL COMMUNICATION SKILLS

- Use verbal skills to transfer information to groups.

WRITTEN COMMUNICATION SKILLS

- Prepare business documents, staff documentation, technical reports, manuals, articles, financial reports, etc.

MATH SKILLS

- Addition, subtraction, multiplication, division, percentages, ratios.

COMPUTER SKILLS

- Database/Contact management software
- Basic computer skills including internet and email
- Word processing softwares
- Classroom management softwares



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OTHER CHARACTERISTICS

- Knowledge of customer service best practices.
- Knowledge of human resource laws and regulations as they relate to the management of staff.
- Leadership and supervisory skills.
- Organizational skills.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have read the above position description and fully understand the requirements set forth therein. I can perform the essential functions of the position with or without accommodation. I will perform all duties and responsibilities to the best of my ability.

Signature of Employee

Date

Signature of Supervisor/HR Representative

Date