Edmonton Catholic Schools is now accepting applications for the position of

EMOTIONAL BEHAVIOURAL SPECIALIST
(Existing position)

Edmonton Catholic Schools is a large urban school district whose mission is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. The District is comprised of over 40,000 students and 4,000 employees in 89 schools and other sites.

Edmonton Catholic Schools requires an Emotional Behavioural Specialist to work in partnership with an Inclusive Support Team including a Family School Liaison Worker and Educational Consultant in a cohort of schools. The Emotional Behavioural Specialist will provide school-based intervention support and services to elementary/junior high/ high school-aged children (grades 2‐12) in inclusive settings; particularly for students with severe behavioural and/or emotional challenges that impact their ability to learn. The job provides professional support to students, teachers, learning coaches, administrators, educational assistants, social workers, other professionals and parents by providing strategies to work with severe behaviours in school-aged children.

In consultation with psychologists, the job develops and implements functional behaviour assessments and behaviour intervention plans and strategies. The job contributes to the district’s support services to school-aged children.

This is an Out of Scope, Level 5, permanent, full-time position with a salary range of $55,868.00 - $69,845.00 (10 month); $67,041.00 - $83,814.00 (12 month) to commence as soon as possible.

Edmonton Catholic School District offers a comprehensive benefits program as part of its total compensation package.

Primary Duties and Responsibilities:
- Provide ongoing support to a cohort of school communities;
- Utilize assessment skills to determine the needs of the child;
- Develop and implement behavior management plans to be consistently applied in the child’s varying environments;
- Provide written documentation of evaluation, assessment, recommendation and current progress. Reports are to be concise and written in terms that teachers, administrators and parents easily understand;
- Partner with teachers, educational assistants and consultants to model appropriate, positive behavioural strategies with the child;
- Provide a holistic approach to dealing with challenging emotions and behaviours;
- Provide in-depth information regarding relevant diagnosis and applied behavioural analysis;
- Contribute as a multi-disciplinary member of the district’s Inclusive Programming Support Team;
- Contribute as a multi-disciplinary member of the school team;
- Contribute to the school’s overall capacity and ability to support in an inclusive setting.

Qualifications:
- University Degree in Community Rehabilitation and Disability Studies or related area or;
- Certification in Adaptive Behaviour Analysis or equivalent;
- Minimum three years of experience with elementary/junior high-aged children;
- Knowledge of psychological diagnoses and the impact that delays/disorders have on behaviours in children;
- Knowledge and understanding of treatment for emotional and behavioural disorders;
- Training and/or experience in trauma-focused therapy;
- General knowledge of school operations and protocols, business, goals and objectives and an understanding of elementary and junior high curriculum;
- Organization, strong teamwork skills, the ability to prioritize multiple demands, excellent interpersonal skills, time management, flexibility and initiative;
- Strong, independent and collaborative problem-solving abilities are required on an on-going and continual basis; Working in-depth knowledge and understanding of intercultural issues;
- Flexibility is essential for this incumbent given the variety of student’s needs and conditions.

A complete job description is shown below.

For further information on this job opportunity please contact Barb Brochu at Barbara.Brochu@ecsd.net

Please email a letter of interest and resume by 4:00 p.m., Monday, May 2, 2016 to:

Corinne King,
Manager, Staffing
Human Resource Services
resumesearlylearning@ecsd.net

Prior to employment, successful candidates will be required to submit Police Information Check and Intervention Record Check documents.

We thank all candidates for their interest. Only applicants considered for the position will be contacted.
Out of Scope Job Description

JOB IDENTIFICATION:

<table>
<thead>
<tr>
<th>Incumbent: Vacant</th>
<th>Working Title: Behavioural Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Classification Level: 5</td>
<td>Requested Classification</td>
</tr>
<tr>
<td>Supervisor’s Name:</td>
<td>Supervisor’s Working Title: Manager, Inclusive Education</td>
</tr>
<tr>
<td>Location: St. Peter</td>
<td>Department/Program: Learning Services-Innovation/Inclusive Education</td>
</tr>
</tbody>
</table>

PRIMARY FOCUS/OVERALL ACCOUNTABILITY: Provide a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.

The job provides school-based intervention services for students with severe behavioural and/or emotional problems as they impact their ability to learn. The job provides professional support to students, teachers, learning coaches, administrators, educational assistants, social workers, other professionals and parents in providing strategies to work with severe behaviours in school-aged children. The job develops and implements functional behaviour assessments and behaviour intervention plans and strategies. The job contributes to the district’s support services to school-aged children.

JOB RESPONSIBILITIES AND ACTIVITIES: Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

1. **Utilize assessment skills to determine the needs of the student**
   - Consult with educational team to identify students with severe behavioural and/or emotional needs
   - Explore underlying causes of severe behaviour and prepare functional behavioural assessments, utilizing Positive Behaviour Supports
   - Collect and analyze data
   - Conduct research to formulate strategies
   - Visit schools to link with educational teams in providing support for children

2. **Develop, implement and monitor functional behaviour assessments and behaviour intervention plans to be consistently applied in the child’s varying environments.**
   - Assist teachers and learning coaches with development of and monitoring of Individual Program Plan (IPP) goals
   - Partner with teachers, learning coaches, educational assistants and other school staff to model appropriate, positive behavioural strategies with the child
   - Monitor child’s progress using appropriate means of data collection and communicating the child’s progress to school team
   - Implement specialized programs (i.e. Behaviour Intervention Plans, applied behaviour analysis)
   - Communicate plans and strategies to all who work with the child
   - Monitor and assess progress; make adjustments as required

3. **Provide in-depth information regarding relevant diagnosis and applied behavioural analysis**
   - Meet with individual family, school and district staff to provide and obtain information
   - Assist parents and school staff in formulating, implementing and monitoring behavioural plans for the student.
   - Provide relevant and helpful resources
   - Provide information about supports available through community agencies and organizations
   - Provide training to staff families, and other stakeholders focusing on behavioural assessment and intervention techniques and strategies

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## Out of Scope Job Description

**JOB RESPONSIBILITIES AND ACTIVITIES:** Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

- Support the school staff and social worker in maintaining open communication with the family
- Maintain documentation of observations, meetings, phone calls, etc.
- Maintain accurate and detailed written documentation of behavioural evaluation and analysis, intervention plans, recommendations, IPP goals, etc. Reports are to be concise and written in terms that school staff and parents easily understand.

### 4. Contribute as a multi-disciplinary member of the school team

- Collaborate with school teams and families
- Participate in staff and team meetings and case conferences
- Provide input into strategies, goals and objectives

### 5. Contribute to the school’s overall capacity and ability to support students in an inclusive setting.

- Provide ‘at-the-elbow’ coaching and support to school staff within the natural school environments (classrooms, lunch, recess, playground, bus, field trips, etc.)
- Minimize pull-out types of services
- Provide strategies and recommendations for whole-school and classroom support systems that will assist all students, including those with severe behavioural and/or emotional problems

### PROBLEM SOLVING:

Describe difficult or challenging situations the position is typically expected to solve; the degree of originality of the solutions; assistance available; and any problems or decisions that must be referred to a supervisor for resolution or approval

Problem solving will include situations that involve our students with severe coding and diagnoses that involve severe behavioural manifestations. Typical diagnoses will include (but are not limited to) Autism Spectrum Disorder, Fetal Alcohol Spectrum Disorder, Oppositional Defiant Disorder, Conduct Disorder, Reactive Attachment Disorder, Separation Disorder, Anxiety Disorders, etc. Coding would include Code 42 and 44.

A typical problem may be:

- School is having a challenge with an elementary-grade student who is coded 42. School has attempted to implement strategies from psychologist report and is not having success; the teacher, administrator, learning coach and educational assistant are frustrated. The Behavioural Specialist would become involved, conducting observations, gathering all relevant info from files and discussions with parents, school staff and other professionals. Behavioural Specialist would support the school by providing and explaining a functional behaviour assessment, and by developing a comprehensive behaviour support plan, i.e. which strategies work most effectively with the diagnosis as supplied by the psychologist. Specialist would model to school staff and parents how to employ the strategies with the child, would follow-up to assist with IPP implementation, provide ongoing support to school staff and parents, assist staff in monitoring and adjusting strategies, etc. Behavioural Specialist would also contact psychologist, psychiatrist, physician, etc. as needed for clarification, further assessment or query regarding original diagnosis and may recommend case conference if required via the social worker.

- Behavioural Specialist would have the ability to develop strategies based on their own knowledge of effective behavioural strategies with children. If they are not familiar with a diagnosis by a psychologist, they would then be expected to follow up with the psychologist, find the resources, to become familiar with the diagnosis, and assist school in developing strategies and implementation of strategies to support effective behaviour.

- Ability to triage is critical. Behavioural Specialist needs to triage case load depending on severity of cases and the required support on a daily, ongoing basis. Communication of caseloads to supervisor is essential.
Out of Scope Job Description

**ORGANIZATIONAL DATA:** Identify any measurable areas upon which the job has either direct or indirect impact. Measures that may be included are: number of staff supervised, annual operating budget, number and size of projects, clients served or any other significant values. Include examples that indicate the “size” of the job. Attach a complete Organization Chart that includes supervisor, peers, direct reports and staff.

- This position works with a cohort of elementary schools; the primary responsibility is inclusive support to identified students with severe behaviours. A secondary responsibility is proactive support to students with mild-moderate behaviours. This position also works with the social worker as a partner in supporting the school and family.

Org Chart for Behavioural Specialist and Social Worker

Note: the Manager may delegate daily supervision and annual evaluation of Social Workers and Behavioural Specialists to the principal of the school(s) where they are headquartered.

**REPORTING RELATIONSHIPS:** Identify the jobs and the number of incumbents within each job that report directly to you. Provide a brief summary of each subordinate job’s purpose.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Responsibilities</th>
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<tbody>
<tr>
<td>Assistant Superintendent, LSI</td>
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<tr>
<td>Manager, Inclusive Education</td>
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<tr>
<td>Social Workers</td>
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<tr>
<td>Behavioural Specialist</td>
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<tr>
<td>Inclusive Programming Consultants</td>
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</tbody>
</table>

**CONTACTS:** Identify internal and/or external contacts such as co-workers, clients, stakeholders and partners. Indicate the nature and purpose of contact (i.e. to deliver information, present data, negotiate contracts, etc.) and frequency (daily, weekly, monthly etc.).

<table>
<thead>
<tr>
<th>Contact</th>
<th>Nature and Purpose</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| Principals and assistant principals, teachers, learning coaches, educational assistants, consultants, social worker, other | Interaction to provide and receive information, consult and receive feedback  
To identify, develop and implement and monitor strategies  
To coach, train and educate staff | Daily/Weekly                     |
**Out of Scope Job Description**

<table>
<thead>
<tr>
<th>specialists and professionals</th>
<th>Parents and guardians</th>
<th>Daily/weekly</th>
</tr>
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<tbody>
<tr>
<td>To provide feedback, follow-up and to explain and monitor strategies, plans and expected results.</td>
<td></td>
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<tr>
<th>Community agencies and organizations</th>
<th>To provide and exchange information</th>
<th>As Needed</th>
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<tbody>
<tr>
<td>To identify support networks and available resources for students and families</td>
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**Job Qualifications:** Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. Outline specific training that is needed to do the work and any occupational certification/registration required for the job. Include a list of competencies (skills and abilities) critical in performing the job.

<table>
<thead>
<tr>
<th>Knowledge &amp; Experience</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>University degree in Community Rehabilitation and Disability Studies or related area</td>
<td>In this inter-disciplinary setting, it is essential to be well informed in all disciplines (Speech and Language, Occupational/Physical Therapy) meet the needs of the whole student.</td>
</tr>
<tr>
<td>Minimum three years of experience with elementary-aged children</td>
<td>Skills to work positively, collaboratively with children, school staff, social worker, and parents and other professionals</td>
</tr>
<tr>
<td>Adaptive Behaviour Analysis training or equivalent</td>
<td>Skills to facilitate the consultant role through education, training and assisting other professionals.</td>
</tr>
<tr>
<td>Knowledge of Non-Violent Crisis Intervention, CPR/First Aid</td>
<td>Very strong assessment and problem-solving skills are required to identify and address behavioural and educational delays.</td>
</tr>
<tr>
<td>Knowledge of psychological diagnoses and the impact that delays/disorders have on behaviours in children</td>
<td>Ability to work as a member of an inter-disciplinary team and to work independently while under the general direction of principal and/or manager</td>
</tr>
<tr>
<td>General knowledge of in this multi-disciplinary setting, it is essential to be informed in all disciplines</td>
<td>Effective decision making and leadership qualities</td>
</tr>
<tr>
<td>General knowledge of the district/department operations, business, goals and objectives and an understanding of elementary curriculum</td>
<td>Flexibility is essential for this incumbent given the variety of children’s abilities, needs and conditions</td>
</tr>
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July 26, 2012
Out of Scope Job Description

Signatures

The signatures below indicate that the incumbent, supervisor and principal/director have read, discussed, and agreed that the information accurately reflects the work assigned.

Incumbent

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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Supervisor

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<tr>
<th>Name</th>
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Manager

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This information is being collected under the authority of Board Governance Policy EL# 5 relating to Freedom of Information and Protection of Privacy (FOIP) Act and will be used to allocate positions within a classification plan and to manage the Edmonton Catholic School District’s human resources program. If you have any questions about the collection of this information, contact the Assistant Superintendent, Human Resource Services at 780 441-6061.