

Requirements for the Positive Behavior Specialist

Students with disabilities whose behavior interferes with their learning or the learning of others must be provided behavioral interventions; therefore, the IEP Committee is required to address interventions on each student's IEP when behavior is considered a factor in providing educational services. This includes children whose disabilities impact their behaviors, such as children with autism or traumatic brain injury, children with low cognitive ability and children with learning disabilities who exhibit behaviors that impact their participation in the regular education environment.

A functional behavioral assessment (FBA) must be conducted and a behavioral intervention plan must be implemented:

- when a manifestation determination concludes that the child's behavior was related to the child's disability;
- when a child is removed from school for more than ten (10) consecutive days since this results in a change in placement (this includes removals for more than ten (10) consecutive days even for conduct determined not to be a manifestation of his/her disability); and,
- when a child is removed to an Interim Alternative Educational Setting (IAES) for drugs, weapons or inflictions of serious bodily injury (regardless of whether the behavior is a manifestation of the child's disability).

To assist with conducting these assessments, a **Positive Behavior Specialist** is needed. **A Positive Behavior Specialist is a licensed professional with training and experience in behavior management and positive behavioral interventions in the educational setting. Individuals who may satisfy these requirements include licensed school psychologists, social workers, and counselors. Some teachers with a background in behavioral disorders or emotional disabilities may also qualify.**

In order to ensure that individuals providing these services are appropriately trained and have adequate experience in the educational setting, the district will need to verify coursework, training, and/or experiences.

While the main responsibility of the specialist is to assist with the students who have a disability, the specialists may also assist regular educators or Teacher/Student Support Teams in developing positive behavioral interventions for regular education students.

Each district will receive an allocation based on a formula to employ or contract with a Positive Behavior Specialist to implement these requirements. Each district's allocation is calculated based on a percentage of the average daily attendance and the December 1 Child Count with a ratio of one specialist per 1,000 students.

In order to request funding, please submit the following documents:

- Request for Positive Behavior Specialist(s) form;
- A detailed resumé showing the education and experience in behavior management and positive behavioral interventions in the educational setting;
- A copy of a current professional license and/or certificate; and,
- Transcript and/or other information related to specific training and experience in the educational setting.