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Class Specifications for the Classes:

BEHAVIORAL SPECIALISTS III and IV

Complexity/Function

Provide counseling, skill training and support services to individuals who have or are at risk for developing significant problem behavior(s) that impair their ability to effectively participate and benefit from their education, work and other daily functional activities. The work involves conducting behavioral assessments, developing and implementing behavior intervention/management plans, and providing techniques, methods and strategies for teachers, employers, family members and others to use to facilitate attainment of appropriate behavior(s).

Individuals treated require specialized, individualized, intensive and multiple agency services in order to successfully overcome the problem behavior(s). These are individuals with problems that are chronic and/or intense. Oftentimes, these individuals have mental and/or physical disabilities.

III level: Performs the full range of counseling, skill training and support services to individuals with behavioral problems. Assignments are received from a Clinical Psychologist or other qualified professional who is available to provide technical advice and guidance when difficulties arise and explain program procedures.

IV level: Positions at this level reflect highly competent and experienced workers whose assignments involve a high degree of independence in their performance. Work is performed independently under the general supervision of a Clinical Psychologist or other qualified professional, who may not be readily available at the work-site, or a non-technical supervisor.

Examples of Duties and Responsibilities: *(The following statements are intended to describe the nature and level of work which are critical to the allocation of positions to these classes. However, the absence of specific statements does not preclude management from assigning other duties if such duties are a logical assignment for the position.)*

1. Assess through established professional protocol, when and why an individual is engaging in problem behavior by collecting and reviewing the individual's history through personal interviews with the individual and his/her family, discussions with school personnel/employers and others, and review of written records such as results of aptitude or psychological tests, and other reports regarding medical and social-familial aspects and adaptive behavior.
2. Develop an individualized behavior intervention/management plan focused on interrupting the development or continuation of problem behavior. Such a plan specifies techniques, methods and strategies to be employed, alternative skills to be taught, crisis prevention and intervention services, and lifestyle interventions that include long-term maintenance of alternative skills.
3. Work collaboratively with school personnel/employers and other professionals involved in the development/implementation of the behavior intervention/management plan.
4. Conduct behavior management counseling and skill training sessions for individuals and groups in order to achieve behavior management goals. Counseling and skill training may also include sessions to improve attention span, communication, social, recreational, coping, anger management, problem solving and other functional daily living skills through verbal instruction, modeling behavior, coaching, role-playing behavior practice and other appropriate modalities.
5. Conduct regular sessions with the individual together with his/her family designed to improve the individual/family functioning that allows the individual to reasonably benefit from his/her education, work and other functional activities. Assist the family to develop and maintain appropriate structure within the home, develop parenting skills and child management techniques, facilitate effective communication and problem solving between family members or between family members and the school/employer.
6. Advise school personnel/employers and others on the use of appropriate techniques, methods and strategies to be employed in order to facilitate achievement of behavior intervention/management plan goals.
7. Participate in the integration of services to the individual in a variety of settings to the extent appropriate for the individual.
8. Prepare and maintain assigned individual's case records, correspondence and other reports in accordance with established rules, policies and procedures, including those regarding confidentiality of the individual's case/services records.

Knowledge and Abilities Required: *(The following are the knowledge and abilities required to perform the key duties of these classes at the full performance level. Prerequisite knowledge and abilities, which are necessary upon entry, are denoted by an asterisk(*).)*

- *1. Knowledge of professional counseling methods, ethics and standards;
- *2. Knowledge of the principles, concepts, theories, methods and techniques of behavior management and support services;
- *3. Knowledge of human growth and development;
- *4. Knowledge of theories of learning and personality development;
- *5. Knowledge of the influence of intellectual, emotional, physical, social and environmental factors on human behavior;
- *6. Knowledge of group and family dynamics;
- *7. Knowledge of crisis prevention and intervention methods and techniques;
- *8. Knowledge of interviewing practices and techniques;
- *9. Knowledge of factors related to the assessment and evaluation of individuals and groups;
- *10. Knowledge of characteristics and behaviors that influence the helping process including verbal and nonverbal behavior, personal characteristics;
- *11. Knowledge of report writing;
12. Knowledge of community resources and their effective utilization;
13. Knowledge of federal, State laws and regulations and departmental policies and procedures regarding the provision of counseling services, and documentation and confidentiality of an individual's records and rights;
- *14. Ability to reason, analyze information, and make correct inferences and accurate conclusions;
- *15. Ability to do problem solving, identify problems, determine the accuracy and relevance of information, and use sound judgment to generate

recommendations;

- *16. Ability to make sound, well-informed and objective decisions;
- *17. Ability to read, understand, interpret and apply written material, including technical material, rules, regulations, instructions and reports;
- *18. Ability to express information orally to individuals and groups effectively, taking into account the audience and nature of the information;
- *19. Ability to prepare reports, correspondence and other written documents;
- *20. Ability to show understanding, courtesy, tact, empathy and concern;
- *21. Ability to develop and maintain effective working relationships;
- *22. Ability to deal calmly and effectively with high-stress situations, e.g. hostile individuals or people under stress, crisis situations; and
- *23. Ability to manage time and available resources effectively.

Due to the transfer of authority to the Department of Education to administer its own Civil Service System pursuant to Act 51 Session Laws of Hawaii 2004, this is an adoption of the class specifications for the Executive Branch Civil Service classes BEHAVIORAL SPECIALISTS III and IV by the Department of Education Civil Service system.

DATE APPROVED: DEC 20 2005

EFFECTIVE DATE: JUL - 1 2005


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