



1001 Boone Ave North | Minneapolis, MN 55427

## POSITION DESCRIPTION

**Position Title:**

Classroom Behavior Therapist

**FLSA Designation:**

Full Time; Full-Year

**Department:**

Therapy Services

**Reports to:**

Academy Behavior Team Lead

**Date Updated:**

May 24<sup>th</sup>, 2024

### JOB SUMMARY

The Classroom Behavior Therapist (CBT) will provide opportunities for social, emotional, and behavioral learning, create individual and classroom behavioral goals, and collaborate with teachers in overall classroom management for students enrolled in Franklin Center.

### Essential Job Functions

- Learn, understand, and integrate our Academy's philosophy and behavior management style;
- Use best practice strategies for teaching and learning activities; related to social-emotional, and behavioral needs in the classroom;
- Know students' strengths, areas of improvement, disability, interests, motivations, and emotional/behavioral triggers;
- Substitute for absent teachers as needed;
- Assist with clubs and before/after school care;
- Collect social-emotional, and behavioral data and evaluate progress on a continuous basis;
- Create individual and classroom goals derived from AFLS;
- Assist students in understanding their disabilities, and teach strategies and problem-solving to help students develop skills for outside the classroom;
- Monitor hallways, lunchroom, and recess as needed;
- Work with a team on developing, re-examining, revising and implementing an integrated curriculum with integrated projects;
- Develop lesson plans focused on social, emotional and behavior learning that ensure the attainment of standards set forth by Franklin Center;
- Address individual needs of students through long- and short-term planning;
- Prepare individual student achievement reports for parents/guardians;



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- Prepare monthly individual student progress reports regarding social, emotional, and behavioral goals;
- Provide an inviting, exciting, innovative, and challenging learning environment;
- Use the principles of Applied Behavior Analysis
- Complete individual student assessments annually
- Accurately collect data on individual and classroom student goals
- Implement Tier 2 and Tier 3 intervention plans as directed by the Academy Behavior Lead
- Utilize positive reinforcement and antecedent modification to increase appropriate behaviors over time.
- Manage disruptive behaviors that occur. Through the implementation of Behavior Intervention Plans (BIPs) and consultation with the Academy Behavior Lead

### **Education and Experience**

- Preferred education includes 4-year bachelor's degree in a "related field" such as psychology, special education, speech, and language pathology.
- Excellent interpersonal skills
- A valid driver's license and current automobile insurance are required.
- Expertise working with students with autism spectrum disorder and related learning differences.
- Demonstrated experience in instructing students with varied learning styles and levels of mastery.
- Effective collaboration with families and staff
- Effective oral and written communication
- Ability to work effectively as a team member.
- Successfully pass a criminal background check.
- Identified classroom experience and teaming experience with special education and/or regular education students.

### **PHYSICAL REQUIREMENTS:**

#### **Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.



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The employee frequently is required to walk; use hands to finger, handle, or feel; stoop, kneel, crouch, or crawl; reach with hands and arms and to sit. The employee must regularly lift and/or move up to 25 pounds and may occasionally lift up to 50 pounds. Specific vision abilities required by this job include close vision, color vision, depth perception, and the ability to adjust focus.

**Frequency Key: Never - 0 hours; Rare - up to 1 hour; Occasional - 1-3 hours; Frequent - 3-6 Hours; Constant - 6-8 hours**

<u>Physical Activity</u>	<u>Frequency</u>
· Sitting	Constant
· Walking	Frequent
· Climbing stairs	Occasional
· Standing	Frequent
· Crouching/Bending/Stooping	Constant
· Reaching	Constant
· Pushing/Pulling	Occasional up to 50 lbs.
· Near Vision	Constant
· Far Vision	Constant
· Hearing	Constant
· Talking	Constant
· Lifting/carrying (#50 lbs)	Occasional
· Travel	Frequent

### **Additional Working Conditions, Work Environment**

Because our students with autism spectrum disorder and related learning differences require consistency and structure, the employee must be able to work on all days assigned unless approved



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by their supervisor. Supervisors reserve the right to decline paid time off requests for any reason and it is preferred that planned vacations be taken over-scheduled school breaks.

The employee is continuously responsible for the safety, well-being, and work output of students. There may be:

1. Occasional exposure to blood, bodily fluids, tissue and noxious odors.
2. Occasional exposure to unruly students/adults.
3. Occasional operation of a vehicle in inclement weather.

### **GROOMING**

All team members must maintain a neat, clean, and well-groomed appearance.

### **Disclaimer**

*The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.*

**I HAVE READ AND UNDERSTAND THE POSITION DESCRIPTION INFORMATION AND HEREBY STATE THAT I CAN PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB WITHOUT REASONABLE ACCOMMODATION. ACCOMMODATIONS ARE DETERMINED BY MANAGEMENT.**

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PRINT NAME

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DATE

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SIGNATURE