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<b>Job Title:</b>	Behavior Interventionist	<b>Job Group:</b>	Union
<b>Department:</b>	Student Services	<b>FLSA Status:</b>	Non Exempt
<b>Reports To:</b>	Director of Student Services	<b>Date:</b>	August 2024

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**Job Summary:** A Behavior Interventionist aids in the assessment of students with behavior issues, collecting data on the students, working with teachers, counselors and school psychologists following a behavior plan.

**Essential Functions:**

- Understand typical school-age behavioral conditions such as intellectual disabilities, traumatic brain injury, autism, etc.
- Participate in SST/EST/IEP meetings.
- Aid in assessment of required level of behavioral supports (general education/teacher training, part-time or full-time paraeducator support, ISS, or alternative placement).
- Aid in assessment, creation, facilitation, implementation, and evaluation of behavioral interventions for students within their schools in the form of a consultation report or behavior plan.
- Work with an interdisciplinary team to make recommendations for individual needs.
- Implement behavioral interventions under the supervision of the BCBA and/or Behavior Consultant.
- Coordinate with paraprofessionals, teachers, school administration, and behavior team.
- Attend staff trainings on behavioral topics.
- Model implementation of various behavioral interventions.
- Provide support for students in the form of teaching social skills curriculum, collaborative problem solving, check-in/check-outs, etc.
- Assist students to determine inappropriate behavior and develop appropriate actions for good pro-social and interpersonal skills.
- Data collection:
  - Measure goals and objectives of behavior support plans to ensure they are being met
- This role is a mandated reporter and as such must report possible cases of child abuse, neglect, or endangerment to the proper authorities.
- Provide individual and group student support as needed and determined as necessary.

**Qualifications:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Bachelor's degree in psychology, social work, or human services.
- Experience working with individuals with special needs.

**Required Knowledge, Skills and Abilities:**

- Must have an understanding of behavioral characteristics associated with behavior disorders, autism, intellectual disabilities, traumatic brain injuries and other behavior issues.
- Has good communication skills, both written and verbal, particularly with parents and education professionals.
- Has a basic understanding of instructional methods and education curriculums.
- Must have excellent interpersonal skills.
- Must be able to handle emotionally charged situations.
- Has the ability to train other people to apply behavior management techniques effectively.

- Has knowledge of and knows how to work with various support systems that are available in a community.
- Must know and understand state and federal laws and regulations associated with special education.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Knowledge and experience in program and project management and planning.
- Proven ability in communication skills.
- Experience working with exceptional children.
- Knowledge of and ability to effectively implement Federal and State rules and regulations pertaining to special education, Section 504 and Vermont Acts 117/157.
- Ability to work collaboratively within the supervisory union and with outside agencies.
- Knowledge of wide variety of countywide and statewide programs and agencies serving the exceptional child.
- Language Skills. Ability to read, analyze, and interpret complex scientific, educational and technical journals, financial reports, and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or school board members.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to apply those principles of logic and/or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisor, parents, and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.

**Tools/Technology Requirements:** Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Knowledge of web-based applications for special education paperwork management and compliance.

**Physical and Mental Demands:** In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary.

**Work Environment:** Work is normally performed in climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). There is a requirement to travel to multiple locations for meetings, trainings, and other business as necessary. No known environmental hazards are encountered in normal performance of job duties.

**Disclaimer:** *The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed.*