

MINOOKA COMMUNITY CONSOLIDATED SCHOOL DISTRICT 201

JOB DESCRIPTION

Job Title:	Behavior Intervention Specialist	Reports To:	Building Principal and/or Director of Student Services
Pay/Pay Range:	MEEA Contract	FLSA Status:	Exempt
Pay Schedule:	Bi-weekly over 26 pays	Work Schedule:	8 hrs/day
Prepared/Revised Date:	October 2023	Work Year:	181 Days + up to 10 additional days if necessary

SUMMARY: The Behavior Intervention Specialist provides leadership and direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program for students. The Behavior Intervention Specialist works to provide diversified strategies and activities specifically designed for targeted students in an effort to increase their academic performance which works to further the District's mission and vision.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building assignment.*

Job Tasks & Descriptions
1. Assist staff in defining and measuring behavior, understanding principles of reinforcement, teaching new behavior, implementing strategies for weakening behavior and identifying antecedents.
2. Facilitate team meetings with staff, parents and students for the purpose of creating and completing a Functional Behavioral Assessment.
3. Facilitate team meetings that design Behavior Intervention Plans, address classroom organization, effective instruction, School-wide Positive Behavioral Support, and factors that affect effectiveness including social validity and treatment integrity.
4. Work with individual teachers, groups of teachers and/or entire staff on issues such as crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions..
5. Use ongoing assessments and strategies that are consistent with instructional goals, teaching methods and individual student needs to more accurately assess student behavior skills and understandings while also working to maintain accurate records of student progress
6. Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms..
7. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
8. Engage parents in the student behavior intervention plan process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
9. Promote highly specialized positive behavior interventions in which ‘at risk’ students thrive and behavior instruction that is explicit, intensive, accelerated and that which provides ample practice
10. Collaborate with school staff and administration on creation of an environment that is conducive to learning and appropriate for the maturity level, interests and needs of each student.
11. Performs other tasks and responsibilities as assigned by direct supervisor(s).

EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree related to special education, preferred advanced coursework in behavioral supports
- Experience in or interest in working with young children with a variety of needs.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Current license from State of Illinois, Department of Financial and Professional Regulation (IDFPR)
- Valid driver’s license
- Criminal background check required for hire; employment contingent on appropriate results.
- Certification in CPI (or willingness to obtain certification and maintain yearly)

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Advanced oral and written communication
- English language skills required; Bilingual oral and written communication skills preferred but not required
- Advanced interpersonal skills
- Advanced leadership, management, problem solving, collaboration, team-building skills, and organizational skills
- Advanced knowledge of instructional strategies for students with medical needs, autism, developmental delay, specific learning disabilities, behavior disorders, and other health impairment.
- Ability to develop an understanding of the processes, creation and requirements of Individual Education Plans and Section 504 plans
- Treats others with respect, works with integrity and ethics, and demonstrates teamwork skills
- Ability to manage multiple tasks with frequent interruptions, to use time efficiently, to demonstrate attention to detail, to follow instructions and respond to management direction
- Ability to promote and follow Board of Education policies, Superintendent directives, and building and department practices and procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, direct staff regarding safety expectations, correct unsafe conditions/practices, and inform the Supervisor regarding any urgent conditions

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers, peripherals, and office software
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc
- Operating knowledge of and experience with collaborative software, such as Google Suite, Microsoft One or similar sharing tools
- Operating knowledge of and experience with education software, including student information systems, special education reporting software, and electronic health record software

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	Behavior Intervention Specialist
Reports to:	Building Principal and/or Assistant Superintendent of Student Services

Direct Reports:	Position Title	# of Employees
	None	

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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 the essential functions.*

PHYSICAL DEMANDS: While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to sit; stand; walk; use hands and fingers to handle or feel; and reach with hands and arms. The employee is frequently required to stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move a minimum of 51 pounds. The employee may be required to respond to a child in crisis and employ approved restraint techniques. Specific vision abilities required by this job include close vision and ability to adjust focus.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, coordinate, synthesize, use interpersonal skills, compile, compute, evaluate, and negotiate. The employee is occasionally required to instruct and copy.