



PURPOSE:

- A behavior intervention specialist is an individual responsible for assessing students with behavior issues, collecting data on the students, working with teachers, counselors, school psychologists, and local agencies to devise behavior plans for students, and evaluate effectiveness of their individual plans.

REPORTS TO:

- Director of Teaching and Learning and Special Services

QUALIFICATIONS:

- Valid Teacher Certification through TSPC.
- Three years successful teaching experience preferred.
- Pass required criminal background check.
- Valid Oregon driver's license & personal transportation.
- Maintain integrity of confidential information relating to students, staff, and district patrons.
- The ability to follow oral and written instructions.
- The ability to effectively work and communicate with students, parents, and school personnel from diverse cultures and/or backgrounds.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Physically assist staff, when necessary, to manage students in crisis.
- Conduct Behavior Assessments and Functional Behavioral Assessments for students both disabled and non-disabled.
- Assist and support building and district staff and parents in the development, implementation and revision of student behavior intervention plans.
- Facilitate team processes including problem solving and pre-referral intervention for special needs students.
- Provide technical assistance to staff in all areas related to emotional disturbance, behavior disorders and interventions.
- Design and lead professional development.
- Coordinate District, family and community resources to integrate services for students.
- Participate on school's student teams, IEP, 504, CLEAR, PBIS, MTSS etc. as needed.
- Facilitate individual and small group behavior intervention.
- Utilize the district's electronic systems and applications related to the job.
- Maintain all compliance records at a proficient level.
- Provide for the health and safety of students in all instructional settings.
- Model personal behaviors of honesty, fairness, courtesy and consideration.
- Maintain a cooperative relationship with administration, staff, students and parents.
- Demonstrate competency in equity, diversity and inclusion.
- Provide leadership to staff in areas of specialization.
- Achieve and maintain proficient levels of performance, as described in the District and school evaluation policies and procedures and as communicated by the administration.
- Strong foundation in applied behavior analysis.
- Have knowledge of and know how to work with various support systems that are available in a community.
- Have the ability to train other people to apply behavior management techniques effectively.
- Must perform all duties required by state and federal statutes and by Board policy and action.
- Work collaboratively with district leadership and instructional staff to improve student academic performance.
- Duties as assigned by administrator.



PHYSICAL REQUIREMENTS:

- Must work in an atmosphere that may be stressful with frequent interruptions.
- Requires some travel.
- Occasional stooping, bending and reaching.
- Stamina for eight hours of student instruction and supervision.
- Use of hands for repetitive motions, such as writing and typing.
- Transportation of student files, assessment materials and supplies.
- Standing/walking: 3-6 hours/day
- Sitting: 2-4 hours/day
- Occasional physical interaction with students, as provided by law, and to ensure the physical safety of the student and/or others.
- Occasional bending, kneeling, squatting, climbing of stairs or ladders.
- Lifting/carrying: up to 40 lbs.

Rate of Pay:

As per collective bargaining agreement

This position description is intended to provide an overview of the requirements of the position. As such, it is not necessarily all inclusive and the position may require other essential and/or non-essential functions, tasks, duties, or responsibilities not listed herein.

Employee Signature: _____ Date _____

Board Adopted: August 14, 2013