

MIDWESTERN INTERMEDIATE UNIT IV

TITLE: Itinerant Behavior Coach

DATE: August 15, 2007

REVISED: August 13, 2014

REVISED: September 24, 2025

REPORTS TO: Supervisor of Special Education **APPROVED BY:** Board of Directors

JOB SUMMARY: Support the implementation of Positive Behavioral Interventions and Support (PBIS) and services for students in special education programs in Midwestern Intermediate Unit IV and collaborates with school district programs to support universal, secondary and tertiary interventions for students.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Participates in district and program-level team meetings by providing technical assistance regarding Positive Behavioral Interventions and Support (PBIS).
2. Serves as an ongoing resource and training person for education staff in formulating appropriate behavioral goals for universal programming and to develop appropriate behavior and management techniques.
3. Supports implementation of PBIS within districts and programs by analyzing and organizing data to plan school-wide, secondary and tertiary interventions.
4. Provide technical assistance on school data analysis for goal setting and for secondary and tertiary interventions.
5. Provide ongoing support to individual teams and support progress of teams in problem solving.
6. Develops and maintains effective relationships with school personnel including colleagues, supervisors, educational staff and principals.
7. Conduct functional behavioral assessments and other assessments or observations to support program needs.
8. Write reports as appropriate on skills and assignments completed as required.
9. Participates in trainings as required with state initiatives.
10. Conducts trainings in coordination with Training and Consultation Team.
11. Utilizes knowledge and skill of various techniques for the management of behavior, the conditions that may warrant their implementation, the variables that may influence their effectiveness and the need for continuous evaluation of a technique's effectiveness, altering the system to meet the changing needs of students.
12. Graph data results for analysis and maintain data records.
13. Communicate with agencies and community services for the purpose of explaining the program and to elicit parental support of the program.

14. Provide personal transportation assistance for students as dictated by the Individualized Education Program (IEP), authorized by the parent/guardian and approved by the program supervisor.
15. Perform other duties as assigned by the Supervisor of Special Education.

QUALIFICATIONS:

- Bachelor degree in special education and/or speech required
- Pennsylvania teacher special education certification and/or speech required
- Minimum five years experience working with students with severe behavioral challenges
- Submission of pre-employment medical examination (Section 148 of the Pennsylvania School Code)
- Must have valid driver's license
- Submission of a report of criminal history record from the Pennsylvania State Police (Section 111 of the Pennsylvania School Code)
- Submission of a clearance report from the Pennsylvania Department of Public Welfare in accordance with Act 151 of 1994
- Submission of Federal Criminal History Report in accordance with Act 114 of 2006
- Submission of Arrest/Conviction Report and Certification Form per Act 24 of 2011
- Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable

PHYSICAL DEMANDS:

- Ability to reach above and below the waist
- Ability to use fingers to pick, feel and grasp objects
- Some stooping, bending and twisting of the body required
- Ability to lift and/or assist in lifting students of ages ranging from 3-21 and their assistive equipment or devices up to 50 lbs.
- Ability to lift and/or carry supplies and/or papers weighing no more than 50 lbs.
- Ability to stand, walk, or move throughout the classroom for extended periods of time

SENSORY ABILITIES:

- Visual acuity
- Auditory acuity

WORK ENVIRONMENT:

- Typical classroom environment
- Subject to inside environmental conditions

TEMPERAMENT:

- Must possess excellent interpersonal skills
- Able to make judgments and work under high level of stress

COGNITIVE ABILITY:

- Ability to communicate effectively

- Ability to organize tasks
- Ability to handle multiple tasks
- Ability to exercise good judgment

SPECIFIC SKILLS:

- Must possess computer skills and ability to manipulate data
- Ability to operate various school/office equipment
- Must appropriately handle confidential information

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

