

**BEHAVIOR INTERVENTIONIST SPECIALIST
WITH FOCUS ON SOCIAL/EMOTIONAL LEARNING**

Purpose Statement

The job of Behavior Interventionist is done for the purpose/s of providing support to the instructional program with specific responsibilities for effecting positive behavioral change in students; providing positive behavioral support for students and classroom teachers by redirecting students with distractive and disruptive behaviors; and complying with mandated policies, regulations and/or procedures.

This job reports to the Building Principal.

Essential Functions

- Administers programs and services for students for the purpose of ensuring program eligibility and compliance with established guidelines.
- Assists students and staff to improve student behavior for the purpose of providing a safe and secure educational environment dedicated to academic success.
- Assists in developing procedures and training materials for District staff involved with students (e.g. school-wide positive behavioral expectations, supports, guidelines, etc.) for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of helping staff develop skills and establish effective relationships with students.
- Confers with teachers, principals, families and other school staff for the purpose of working collaboratively with students identified with high-risk behaviors.
- Cooperates with other District at-risk program staff, administration, and instructional staff for the purpose of providing a quality educational program for students.
- Coordinates with school staff regarding identified students for the purpose of developing plans to direct efforts and interventions ensuring school success.
- Instructs students individually and in small groups (e.g. appropriate behavior, problem solving, conflict resolution, de-escalation techniques, academics, social behavior, etc.) for the purpose of providing students with coping skills and educational success.
- Maintains, organizes, and develops manual and electronic files (e.g. monthly disciplinary reports, guidelines, procedures, antidotal notes,) for the purpose of documenting various activities of the program and student interactions.
- Participates in a variety of meetings, workshops, and committees for the purpose of conveying and/or gathering information required to perform functions and remain knowledgeable with program guidelines.

Major Duties and Responsibilities (may include, but are not limited to the following)

- Provides behavioral support and training to teachers, children, and staff.
- Responsible for the delivery of a structured environment that includes the use of diverse evidence-based strategies for the support of students with behavioral needs.
- Conduct functional behavioral assessments and design, implement and monitor behavior intervention plans for individual students.

- Plans and supports implementation of the essential components of an instructional program for students with behavioral needs to include early intervention, predictability and structure, functional analysis of behaviors, development of behavior intervention plans and systematic data monitoring.
- Provides support for the development of individualized student and family centered educational plans in collaboration with school teams and district administrators.
- Works as a member of the building's Problem Solving Team and with members of other school teams to assess student needs, determine appropriate interventions, set up appropriate progress monitoring plans, analyze student data and complete Functional Behavioral Assessments with Behavior Intervention
- Plans to provide appropriate behavioral supports for students.
- Trains and coaches staff in behavioral strategies around conflict and crisis management, anger control and goal setting.
- Assists in the creation of a transition support program to ensure that students receive skills necessary for successful full-time re-entry in general education classrooms and for transition to district middle or high schools.
- Keeps appropriate records and inform administration and staff of student or family contracts.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Works with the Special Services Department with a special focus on the needs of students with behavioral challenges who may or may not be qualified for special education.
- Collaborates with school administrators, Problem Solving Teams, counselors, and psychologists to provide support to students, school staff and parents.
- Responsible for students with both strategic and intense behavioral needs and will be required to participate in the planning and implementation of research-based interventions selected as part of the district's Tier 2 and Tier 3 programs.
- Works with school teams to conduct Functional Behavioral Assessments (FBA's) and Behavior Intervention Plans (BIP's) for individual students and provide implementation support and monitoring on those plans.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: effective listening; instructional techniques; interpersonal aptitude; monitoring activities; problem solving; and record keeping.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age-appropriate activities/behaviors; codes, laws, rules, regulations, policies; curriculum and instructional; English grammar/punctuation/ spelling/vocabulary; treatment modalities and assessment; and behavioral interventions.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to identify issues and create action plans.

Problem solving with data may require independent interpretation; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; confidentiality; decision making; motivating others; taking initiative; innovation; and problem solving.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 60% sitting, 35% walking, and 5% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is desired.

Education: Bachelors degree in job-related area

Equivalency Required Testing: none

Certificates: Appropriate PTSB certification and/or endorsement; any elementary or secondary certification is acceptable

Continuing Educ./Training: Continued professional growth; maintains WY certification

Clearances: Criminal Justice Fingerprint/Background Clearance

FLSA Status: Exempt

Approved: May 11, 2021