



Behavior Interventionist

SECTION I: GENERAL INFORMATION

Position Title: Behavior Interventionist	Department: Operational Support
Immediate Supervisor's Position Title: Principal	<u>FLSA Status:</u> Non-Exempt
Job Summary: <i>The Behavior Interventionist serves a crucial role in a K-8 public school setting by providing targeted behavior management and intervention services to students exhibiting challenging behaviors. The primary goal is to foster a safe and supportive learning environment, facilitating positive behavioral changes and academic success. This role involves close collaboration with educational staff and families to develop and implement effective strategies tailored to individual student needs. The Behavior Interventionist also plays a key role in training school staff on behavioral techniques, ensuring a consistent approach to student behavior across the school. This position requires a blend of expertise in behavioral psychology, compassion, and resilience, suited for someone committed to making a significant impact in the educational journey of young learners.</i>	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Implement behavior management plans designed to encourage positive social interactions and discourage disruptive behaviors.
- Work directly with students exhibiting behavioral challenges to provide support, guidance, and intervention.
- Collaborate with teachers, counselors, and administrators to assess student needs and adjust interventions as necessary.
- Document and track student progress regarding behavioral interventions and outcomes.
- Conduct training sessions for staff on behavior management techniques and interventions.
- Participate in meetings with parents or guardians to discuss student progress and strategies for support at home.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.) NA	
	less than high school diploma		
x	High School Diploma		
	1 year college		2 years college
	3 years college		4 years college
<p><i>Work Requirements and Characteristics:</i></p> <ul style="list-style-type: none"> ● Strong understanding of child development and behavior management strategies. ● Ability to remain calm and effective in high-stress situations. ● Excellent communication skills, both written and verbal, with an emphasis on clarity and precision in reporting. ● Compassionate and patient demeanor with a genuine interest in helping students develop and succeed. ● Flexibility to adapt to changing environments and student needs. 			
	1 st year graduate level		
	2nd year graduate level		
	Doctorate level		
<p>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</p> <p><i>Deep knowledge of behavioral psychology, educational psychology, or a closely related field, or experience with student behavior</i></p>			
<p>Required Work Experience in Addition to Formal Education/Training:</p> <ul style="list-style-type: none"> ● A minimum of two years of direct experience working with children in an educational or therapeutic setting, focusing specifically on behavior management and intervention. ● Demonstrated success in developing and implementing behavior intervention plans and strategies. ● Proven ability to effectively manage challenging behaviors in a classroom or one-on-one setting. ● Experience collaborating with school personnel and parents for comprehensive behavior management approaches. 			
LICENSE/ CERTIFICATION		<p>Identify licenses/certification required upon hiring:</p> <ul style="list-style-type: none"> ● Certification in behavior analysis (e.g., Board Certified Behavior Analyst) is preferred but not required. 	

ESSENTIAL SKILLS	
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REQUIRED TO PERFORM THE WORK	<p><u>Skilled in:</u></p> <ul style="list-style-type: none"> • Proficiency in data collection and analysis for assessing behavior changes. • Skill in developing and implementing effective behavioral plans and interventions. • Ability to work collaboratively within a multidisciplinary team.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
TOTAL		0

INDIRECT SUPERVISION:	
Number of employees indirectly supervised: 0	Total: 0

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	<p>Unusual or hazardous working conditions related to performance of duties:</p> <p><i>Exposure to verbal and physical aggression from students requiring calm, strategic de-escalation techniques.</i></p>
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand				X
Walk				X
Sit				X
Use hands dexterously (use fingers to handle, feel)				X
Reach with hands and arms				X
Climb or balance				X
Stoop/kneel/crouch or crawl				X
Talk or hear				X
Taste or smell			X	
Physical (Lift & carry): up to 10 pounds			X	
up to 25 pounds			X	
up to 50 pounds			X	
up to 75 pounds			X	
up to 100 pounds		X		
more than 100 pounds		X		

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows:
<ul style="list-style-type: none"> ● Ability to move quickly to intervene in situations that may require physical dexterity. ● Stamina to stand and/or walk for extended periods of time. ● Capability to manage occasional lifting of items weighing up to 20 pounds.
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SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History

Date Board Adopted:_____