



## CLINTON COMMUNITY SCHOOLS JOB DESCRIPTION

**Job Title:** Behavior Disorder Interventionist

**Qualifications:** High School Diploma or GED equivalent

**Reports To:** BD Teacher

### Position Summary

To assist the B.D. classroom with managing the behavior of a student who is out of instructional control.

### Essential Duties & Functions (but not limited to)

- Assists teacher in removing a student from the classroom if necessary.
- De-escalates the behavior of the student sent to crisis. Follow safety plans as trained.
- Initiates a teaching interaction with student using the information from the office referral form filled out by the teacher or assistant.
- Instructs the student on behaviors necessary to reenter the classroom.
- Keeps knowledge of all student behavior and information confidential.
- Brings the student back to the classroom once they have regained instructional control.
- Contributes intervention behaviors for teacher records.
- Dispenses medication to students after receiving medical certification through school nurse that allows them to dispense.
- Works with outside resources to help students.
- Accompanies students on field trips.
- Monitors the students at lunch when needed.
- Works in coordination with the SRO Officer, School Case Facilitator and the CAT team.
- Displays a cooperative attitude and accepts team decisions once made.
- Is receptive to suggestions from teacher and administrators.
- **Support a safe, positive teaching and learning environment and assist in the development of student skills through:**
  - Assisting teachers with maintaining inclusive, learner-centered environments;
  - Facilitating inclusion of students with disabilities into general education settings;
  - Assisting arriving/departing students by meeting busses or supervising entries/exits and while on school grounds;
  - Supervising students during breakfast/lunch/recess;
  - Monitoring/escorting students during hall passing periods and to/from general education settings;
  - Assisting students with health or behavioral needs (including feeding, toileting and/or diapering, self-care, positioning, utilizing wheelchairs/standers, daily living skills, and preventing/teaching/reinforcing positive behaviors);
  - Implementing Individualized Health Plans (IHP's), Behavior Intervention Plans (BIP's), and Individualized Education Plans (IEP's) when trained by appropriate personnel (Nurses/Physical Therapists/SE Teachers, etc...);
  - Modeling, prompting, and reinforcing skills for adaptive behavior/physical/health/academic/communication/assistive technology/behavior needs in general and special education settings (teachers should provide initial instruction for all skills);

- Providing accommodations and modifications as designated in each child's IEP (teachers should modify curriculum content);
- Demonstrating positive relationships with students; motivating and encouraging them to perform at their highest levels of achievement;
- Collecting and providing formal and informal data whether for IEP goals, BIP's, IHP's, or Medicaid reimbursement;
- Copying/ordering/arranging/gathering materials as directed;
- Arranging, maintaining and promoting a healthy physical and emotional environment for each student as assigned.
- **Establish positive and productive relationships through:**
  - Establishing a positive rapport with students, staff, and families;
  - Consulting/collaborating with teachers, nurses, colleagues, or other professionals as directed;
  - Positively interacting with others to offer suggestions/ideas, problem solve and find solutions for students' needs, seeking clarification when necessary;
  - Maintaining composure and professionalism at all times;
  - Assisting students in self-advocating for their needs and helping them become as independent as possible;
  - Communicating with parents or extended families only when directed by licensed staff, referring questions from the family/community to appropriate channels.
- **Integrate effective technology use to support student learning through:**
  - Using high and low technology methods and equipment to facilitate learning and independence for all students;
  - Utilizing technology to implement job duties such as email, recording data, providing student accommodations;
  - Utilizing technology and equipment needed to ensure student health or mobility.
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#### **Additional Responsibilities**

- **Practice ethical and professional standards of conduct on an ongoing basis by:**
  - Following district expectations as outlined in CCSD's Classified Handbook;
  - Practicing the standards of ethical conduct expected by all district employees;
  - Modeling life-long learning through participation in professional/college/in-service opportunities.
- Participate in appropriate professional activities.
- Must have the ability and proven ability to report to work on a regular and punctual basis.
- Perform such other duties as are assigned by authorized representatives of the Board of Education.

#### **Minimum Qualifications**

**Education:** High School Diploma or GED Equivalent

#### **Working Conditions:**

- Must be able to comprehend and relay information verbally and through writing;
- Must be able to learn and perform the essential functions of the position;
- Must be able to lift at least 20 lbs.;
- Must be able to navigate within cold/hot indoor/outdoor settings, and be able to push/pull and use/ability to move entire body to climb, lift, balance, walk, stoop, bend, twist and bend.
- Must be able to work in an ever-changing environment with flexibility, positive attitude, and growth-mindset;

#### **Other Information**

- Demonstrates concern for and sensitivity to the needs of all regardless of their age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- Works courteously and cooperatively with other staff members regardless of their age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- Effectively implements the goals and objectives of the district's multi-cultural, non-sexist educational plan in his/her area.
- Performs such other duties as are assigned by authorized representatives of the Board of Education.

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It is the policy of the Clinton Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, and gender identity in its educational programs and its employment practices.

The statements contained herein describe the scope of responsibility and essential duties of this position, but should not be considered to be an all-inclusive listing of work requirements. Individuals may perform other duties as assigned. Nothing in this job description restricts the Board's right to assign or reassign duties and responsibilities to this job at any time unless restricted by law or a negotiated contract.

February 2023