

DeKalb County School District

Position Specification

Title: Behavior Support Interventionist (BSI)

DIVISION:	School-Based	GRADE	116
DEPARTMENT:	School Based	WORKDAYS:	190
REPORTS TO:	Principal	FLSA STATUS:	Non-Exempt
RETIREMENT:	Teacher Retirement System	APPROVED (HR)	May 9, 2023

General Statement of Job

Under direct supervision, the Behavior Support Interventionist (BSI) will provide support to students who are exhibiting behavior problems. The BSI will utilize written and in person assessment of behavior to implement and develop appropriate intervention/behavior plans.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Works with school personnel on an ongoing basis to provide support and address student discipline/ behavior and academic performance as well as implement preventive strategies.
- Works with students independently or in a group setting to model appropriate behavior when the general classroom setting is challenging.
- Implements district-approved training principles and techniques appropriately.
- Helps students to de-escalate and to regain instructional control through implementation of individualized behavior intervention plans and strategies.
- Helps students evaluate and correct their immediate behavioral problems, identify socially appropriate alternatives, establish behavioral contracts and obtain entry back into the classroom setting, as needed.
- Maintains data on all office referrals and intensive interventions.
- Works with school personnel and parents, after interventions, to discuss ways to prevent repeated problems.
- Performs other duties as assigned.

Education and/or Experience

Bachelor's degree in Education, Psychology, Behavior Management, Counseling or closely related area is required.

Minimum one (1) year of social work, school psychology, behavior management, counseling or closely related experience is preferred.

Certificates, Licenses, Permits

Educator certification (S-5 or higher) in school counseling, behavior management, school psychology, school social work, education or closely related area preferred.

Knowledge, Skills & Abilities:

Knowledge of curriculum guidelines for the school system and state requirements; standardized testing in accordance with school district policies and state laws; DCSD policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.

Skill in effective oral, written, and interpersonal communication; preparing assignments and tests for in-school preparation and homework; maintaining order in a classroom setting; administering the school system's discipline policies; counseling students with academic difficulties and behavioral problems.

Ability to plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; continue completion of professional courses according to school district and state guidelines, demonstrate patience and appropriate, professional demeanor when interacting with students, especially while presenting information to students that is new or unfamiliar.

ADA Requirements:

Sedentary Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

{ Behavior Support Interventionist }

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

Employee: _____

Date: _____

Supervisor: _____

Date: _____

Disclaimer: Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification, the current documents obtained in the Division of Human Resources will always govern. The DeKalb County School District reserves the right to modify, alter or discontinue these reference materials for any reason.