



Greater Albany Public Schools

Behavior Intervention Coordinator

Salary Level: See current CBA
Reports to: Director of Special Programs
Work Calendar: 190 days

Classification: Classified
Location: Special Programs / Fairmount
Shift: 8 hours per day

Position Overview: The Behavior Intervention Coordinator helps to establish and implement behavioral interventions and supports. As well as coordinate, perform and track district training for administrative, licensed and classified staff so that they develop, manage and deliver effective behavior intervention services to students and implement behavior systems. They also provide temporary support and assistance to classroom staff throughout the district as necessary for extreme behavior issues and difficult student transitions.

Essential Duties and Responsibilities include the following. Other duties may be assigned:

- Assists in implementing behavioral services and supports and providing appropriate behavioral strategies and materials to meet the needs of students with at-risk behaviors and/or behavioral needs.
- Develops collaborative/consultative relationships with school-based administrators, general and special education service providers, and other GAPS staff.
- Plans, organizes, and conducts professional learning for school-based staff, and other related service providers.
- Coordinates school-based support, as requested, to include identifying and modeling effective behavioral interventions.
- Works directly with students regarding their behavioral goals and implementation of behavior intervention programs.
- Manages the work and assignment of teacher specialists and instructional assistants, as appropriate, including providing them with ongoing training.
- Collaborates with other Special Programs supervisory staff to ensure the provision of FAPE (Free, Appropriate Public Education).
- Coordinates the FBA/BIP (Functional Behavior Assessment/Behavior Intervention Plan) process with school-based teams, including training and support to team members as needed.
- Keeps current with research related to effective behavioral interventions and strategies that support students at risk and students with disabilities who have social/emotional/behavioral needs.
- Maintains appropriate data regarding number of students serviced, placement of students, needs of students, parent involvement, needs of staff, etc.
- Monitors the implementation of behavioral interventions, systems and support programs to assure consistency across schools, articulation among schools, and compliance with state and federal laws and regulations.
- Assists in determining program needs to be communicated to the Director of Special Programs.
- Monitors special education procedures as related to behavioral supports and interventions to assure compliance with state and federal laws and regulations.
- Assists teachers in improving their ability to effectively implement practices to manage students' behaviors.
- High School Diploma, GED, or an equivalent combination of education, skills, and experience.

Qualifications / Requirements: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

Revised 2/12/26

Ability to:

- Deal with confidential matters in a professional manner.
- Demonstrate an understanding, patient, respectful and receptive attitude toward exceptional needs students of varied age groups.
- Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with such students.
- Establish and maintain cooperative and effective working relationships with children and adults contacted in the course of work.
- Understand, carry out and communicate oral and written directions.
- Utilize consulting skills to assure implementation and maintenance of intervention plans.
- Coordinate implementation of functional behavior and functional analysis assessments.
- Provide training, assistance and guidance to school staff in behavioral intervention procedures.
- Maintain accurate records and files, and prepare documents and reports.
- Be flexible and receptive to change.
- Attend in-service training, conferences and meetings, as needed.

Knowledge of:

- Proper English usage, grammar, vocabulary, spelling and punctuation.
- Methodologies, including Applied Behavior Analysis (ABA) used to address the needs of children with behavioral challenges, including autism.
- Crisis intervention strategies, ability to apply a gradually progressive system of verbal and nonverbal strategies to effectively deescalate potentially dangerous situations.
- Strategies for the development and implementation of positive behavior intervention systems, behavior plans and current accepted best practices included in the full continuum of placement options for students with autism and other behavioral challenges.
- Applicable directives, standards, procedures, policies, rules, regulations, codes, laws and guidelines governing special education, particularly those relating to positive behavior interventions.
- Accepted analysis and assessment procedures, including functional analysis, ecological analysis of settings, and systematic observation.
- Data tracking and collection, record management and reporting methods.
- Processes involved with Individualized Education Program (IEP) for special education students.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Visual ability to read handwritten or typed documents and instructions, and the display screen of various office equipment and machines.
- Ability to conduct verbal conversation.
- Hear normal range verbal conversation (approximately 60 decibels).
- Physical, mental and emotional stamina to endure stressful conditions.
- Ability to work in various temperatures, indoor, and outdoor conditions.
- Sit, stand, stoop, kneel, bend and walk.
- Sit for sustained periods of time.
- Ability to stand for long periods of time.
- Kneel or squat for extended periods of time.
- Climb stairs, steps, ramps and step ladders.
- Lift and/or carry up to 10 or more pounds frequently.

- Lift and/or carry up to 20 or more pounds occasionally.
- Lift and/or carry up to 50 or more pounds infrequently.
- Exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion; and,
- Demonstrate manual dexterity necessary to operate a computer and other classroom and office equipment in a safe and effective manner.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee generally works in a school environment – classrooms and school yard. Close contact with school age children. The noise level in the work environment is usually moderate.

Workplace Expectations: The employee has regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules. The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved. The employee follows all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authority.

Job Safety:

- Employees are required to follow the safety and health rules that apply to their job.
- Employees are to wear any personal protective equipment (PPE) that their job requires.
- Report any safety or health hazards to your supervisor or your safety committee.
- Immediately report any workplace injury or illness to your supervisor or your safety committee.
- Keep safety devices and warning signs in place, and use appropriate safeguards and equipment when you are exposed to hazards.
- Cooperate with Oregon OSHA inspectors if they visit your workplace.

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. All Classified/Coaching personnel are employed on a probationary basis contingent on completion of a criminal history verification based on fingerprints.

CANDIDATE STATEMENT: "I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation(s) in order to fulfill any or all of these essential functions, and if I am offered employment, I will inform the District prior to actually beginning work."

Candidate Signature

Date