

Interventionist - SPED - Low Incident Disabilities

Job Description



JOB TITLE: Special Education Low Incident Disabilities Interventionist
DATE REVISED: June 19, 2024
REPORTS TO: Director, Campus Programming
DEPARTMENT/CAMPUS: Teaching & Learning: Special Programs
PAY GRADE/DUTY DAYS: AP4, 195
FLSA: Exempt

JOB PURPOSE SUMMARY:

The purpose of the Low Incident Disabilities (LID) interventionist is to support campus staff to support special education students and staff regarding implementation of Behavior Intervention Plans, alternative curriculum, and appropriate programming. The LID interventionist will support developing and providing professional learning on alternative curriculum, programming and behaviors to teachers and classroom paras. They will also provide coaching and support to teachers and administrators on implementing an alternative curriculum, supporting behavior and programming.

KEY FUNCTIONS, ESSENTIAL DUTIES, AND RESPONSIBILITIES:

Low Incident Disabilities Interventionist

1. Work collaboratively with teachers, specialists, principals, interventionists, crisis team associate, and campus coordinators to support the implementation of behavior Specially Designed Instruction (SDI) and intervention/acceleration strategies related to instructional best practices.
2. Provide coaching support and guidance to teachers, EASs, ALTs, LSSPs and other support staff to maximize the inclusion of students with disabilities in the general education setting including, without limitation, students in need of behavior support.
3. Provide direct support to campus intervention programs to effectively implement SDI for student's accessing an alternate curriculum.
4. Support and coach staff on utilizing the FIE at a Glance to develop effective academic and behavior goals, objectives, and accommodations.
5. Provide district-wide and campus-based personalized coaching for all stakeholders, including but not limited to interventionists, ALTs, teachers and administrators in the area of behavior management and behavior for students with significant cognitive impairment and low incident disability.
6. Coach ALTs and teachers in the development of behavior SDI, accommodations, modifications and other specialized supports needed to access the appropriate educational setting.
7. Attend campus PLCs to support special education teachers with the design and delivery of behavior instruction and interventions to increase outcomes for students with disabilities.
8. Collaborate with Campus and Instructional Coordinators and partnering with interventionists to design instructional interventions to raise the performance of students receiving special education services.
9. Analyze student level data to plan, organize, and implement activities for the evaluation of all facets of the instructional supports and services, including the development of individual educational plans, as well as assisting in the selection of supports and services, equipment, and materials to meet the needs of students with significant cognitive impairment and low incident disability.
10. Support and train campus ALTs to analyze student level data to plan, organize, and implement activities for the evaluation of all facets of program or behavior supports and services, including the development of individual educational plans, as well as assisting in the selection of supports and services, equipment, and materials to meet the needs of students with significant cognitive impairments and low incident disabilities.

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11. Support the planning and delivery of Professional Development activities and meetings for professional and paraprofessional staff to develop expertise in using innovative instructional strategies in assigned programs in collaboration across all departments specifically with students with significant cognitive impairments and low incident disabilities in mind.

Compliance:

12. Performs all duties and tasks in a manner consistent with all applicable policies, procedures, and practices within the Department and District, with all applicable local, state, and federal regulatory requirements, as well as with all applicable guidelines, standards, and requirements as set forth by governing bodies including, without limitation, Texas Health & Human Services, Texas Education Code, State Board of Education, Texas Education Agency, and Texas Association of School Boards.
13. Stays abreast of federal, state, District, and school regulations and policies applicable to the compliance requirements of the job function.
14. Demonstrates applicable standards and practices of professional conduct and care in the performance of the job function.
15. Monitors respective work activity for variances and anomalies.
16. Maintains relevant and up-to-date knowledge and understanding of proper behavioral interventions and instructional delivery methods and protocols including without limitation maintaining NCPI certification.
17. Participates, as assigned, in audits and in the preparation for audits, whether initiated internally or externally.
18. Adheres to all other District-wide policies and procedures including, but not limited to, human resources, safety, and emergency protocols.
19. Performs all assigned work activities in accordance with standard procedures and protocols established by the campus and District.
20. Ensure compliance with federal and state regulations for special education including the provisions of FAPE and LRE.
21. Maintain a variety of records and files for the purpose of ensuring documentation for future reference in accordance with administrative and legal requirements.
22. Prepare for and participate in mediations and hearings.
23. Collaborate with the Executive Director, Directors and Coordinators of Special Education to develop district procedures and practices for special education.
24. Assist the Special Education Department in developing and monitoring the instructional diagnostic approach to meet the needs of individual students with significant cognitive impairment and low incident disability.

General:

25. Consistently demonstrates support towards the District's Shared Vision, Mission, and Promise 2 Purpose and the district's 3 Commitments to Action for Special Education Services.
26. Attends campus and District meetings, as required.
27. Consistently displays integrity, responsibility, accountability, teamwork, and ethics.
28. Performs assigned job duties and responsibilities in accordance with established performance expectations, as well as with District policies, procedures, protocols, and standard practices.
29. Attends and participates in all required, or otherwise essential, continuing education activities necessary for maintaining an active certification status and remaining informed of best practices in special education and assessment.
30. Demonstrates proficient working knowledge and understanding of Microsoft Excel, Word, PowerPoint, and Outlook, Google Shared applications to include Google Sheets, Google Docs, and Google Slides, as well as database systems and applications relevant to the job function.
31. Performs other duties as assigned.

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MINIMUM EDUCATION, EXPERIENCE & CREDENTIAL REQUIREMENTS

1. Master's Degree in Education or related field, preferred
2. Teaching Certification or other related degree
3. Minimum of 3 years' experience working with students with significant cognitive impairment and low incident disability
4. Evidence of previous success improving outcomes for students in special education
5. Training and experience related to students with significant cognitive impairment and low incident disability

CORE KNOWLEDGE, SKILLS & ABILITIES:

Teamwork - Working collaboratively with team members to achieve a goal

Active Listening - gives full attention to what other people are saying, takes time to understand the points being made, asks questions as appropriate, & does not interrupt at inappropriate times

Customer Service - Demonstrates concerns for meeting internal and external customer needs, in a manner that provides customer satisfaction within the available resources

Emotional Intelligence - Understands and manages one's own emotions, as well as recognizes and influences the emotions of others.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS:

This position requires frequent sitting, walking, and standing for extended periods of time, as well as frequent reading, seeing, speaking, hearing, listening, organizing, interpreting data and information, operating office equipment, typing using a computer keyboard and mouse, viewing a computer screen monitor, and use of a telephone. This position may require occasional to frequent lifting, carrying and/or moving of objects of up to 45 lbs or more, as well as the positioning of students with physical disabilities, controlling of behavior through physical restraint, assisting non-ambulatory students, and lift and move adaptive and other classroom equipment. May work prolonged or irregular hours. The working environment consists of an indoor and climate-controlled setting the majority of the time with occasional exposure to an outdoor and non-climate controlled setting with frequent exposure to noise.

EMPLOYEE ACKNOWLEDGEMENT:

My signature below acknowledges that I have received and read my job description, and that I understand the scope, essential job duties, knowledge, skills, and abilities, and working environment that apply to my job. I further acknowledge that I can safely and effectively perform the essential job duties with or without reasonable accommodation, and in accordance with the policies, procedures, expectations, and standards of the District.

Employee Printed Name: _____ **Employee ID Number:** _____

Employee Signature: _____ **Date:** _____

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