

BEHAVIOR INTERVENTIONIST ~ K-8

ESSENTIAL FUNCTIONS:

- Acts as the liaison between home, District, school and community, with the goal of promoting & supporting student academic/behavior success by providing specialized services that remove barriers to learning.
- Promotes student success through the implementation of tiered leveled interventions that addresses the social/emotional needs of students.
- Identifies, assesses and assists with resolving social, emotional, psychological, economic and family difficulties that affect student attendance and performance.
- Provides individual and group support for behaviors, attendance, and interventions.
- Understands and identifies the needs of at-risk student behaviors and assists in appropriate interventions.
- Supports buildings in targeted interventions for individuals and groups and collaborates with staff.
- Demonstrates knowledge of Multi-tiered Systems of Support.
- Attends student-focused meetings (IEPs, case conferences, FBA etc).
- Understands and implements crisis prevention, response and intervention programs.
- Works with building staff and administrators in assessing needs and designing policies and programs to benefit the students.
- Maintains appropriate and accurate confidential records according to legal and ethical guidelines
- Reports cases of suspected child abuse according to state law.
- Communicates in a manner that is respectful, collaborative and positive with administration, staff, parents, students and principal.
- Responds professionally to advice, feedback and/or criticism.
- Represents the school district in a professional manner in all settings.
- Adheres to Board policies, rules, regulations, and directives.
- Maintains current records on all enrolled students.
- *Only minimum duties are listed. Other functions may be required as given or assigned by the building principal.*

QUALIFICATIONS:

- Master's of Social Work or Master's of Counseling degree or valid MT teaching license with Elementary and/or School Counselor endorsement required.
- Prior social work experience preferred.
- Prior social work experience in a school environment preferred.
- Individual and group counseling experience preferred.
- Experience working with children/adolescents and families preferred.
- Experience working with at-risk youth preferred.
- Knowledge of local supportive service agencies for the purpose of providing student assistance.
- Ability to work independently, establish priorities and advocate for students/families and staff appropriately.
- Ability to communicate effectively with staff members, administrators, and the general public.
- Ability to maintain cooperative working relationships with those contacted in the course of work.
- Ability to effectively manage time, duties and responsibilities.
- Ability to communicate effectively orally and in writing.
- Ability to interpret a variety of written and oral instructions.
- Ability to manage stressful situations.
- Ability to adhere to Board policies, rules, regulations, and directives.
- Ability to maintain confidentiality in dealing with a variety of sensitive and privileged matters.
- *Other qualities as deemed necessary by the building principal.*

EQUIPMENT USED: Computer, calculator, copier, telephone/voice mail, fax machine.

WORK ENVIRONMENT: While performing the duties of this job, the employee regularly works inside and occasionally outdoors traveling to work locations. The employee must be able to meet deadlines with severe time constraints, work both individually and as a team member, manage multiple tasks, prioritize work load, manage interruptions to work, handle conflict resolution with students, and work in buildings/areas that are often crowded. The noise level in the work environment is usually moderate but may vary. The employee may potentially be exposed to infectious body fluids.

PHYSICAL DEMANDS: While performing the duties of this job, the employee is frequently required to sit, walk, and stand; twist at neck and waist; kneel. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments.

MENTAL/MOTOR DEMANDS:

While performing the duties of this position, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communications.

The physical demands, work environment characteristics, and mental/motor demands described within this job description 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 individual s with disabilities to perform the essential functions.

IMMEDIATE SUPERVISOR: BUILDING PRINCIPAL

EVALUATION: Performance of this job will be evaluated in accordance with established provisions.

TERMS OF EMPLOYMENT: Salary, benefits, and other working conditions as negotiated by the Missoula County Public Schools Board of Trustees and the MEA.

AN EQUAL OPPORTUNITY EMPLOYER