



JOB DESCRIPTION

Certified Teacher Behavior Interventionist

DEPARTMENT: School	SCHEDULE: 100
REPORTS TO: Principal	WORKDAYS: 190
CLASSIFICATION: Certified	FLSA STATUS: Exempt
PCS CODE: 08	DATE: August 2025

Our Mission: In partnership with our community, we empower students to discover their potential and prepare for a successful future.

Our Core Values: Belonging, Learning, Continuous Improvement and Joy

Our Vision: Richland Two is a dynamic school district committed to creating an environment where students feel connected, engaged, and supported so that they can experience academic and personal achievement.

POSITION SUMMARY

Under general supervision, facilitates student success by implementing District approved multi-tiered structures and positive supports for students with behavioral challenges. Works collaboratively with teachers, administrators, District staff, and families to foster positive behavioral changes. Creates and maintains a positive climate that promotes respect, tolerance, and cooperative problem solving for all students.

MINIMUM REQUIREMENTS

Education:

Minimum of a Bachelor's degree and completion of a South Carolina approved teacher education or instructional support program, or completion of an appropriate alternative pathway to South Carolina teacher certification.

Certification/License:

Must possess or be eligible for South Carolina Teacher Professional certification appropriate for the grade level in either a content area, student support area such as school counselor or school psychologist, or Tier 1 Principal.

Must obtain a current Crisis Prevention Intervention (CPI) certificate within the first school year.

Must possess a valid South Carolina driver's license or government issued picture ID.

Work Experience:

Relevant experience in the development and implementation of successful multi-tiered structures to support students with behavioral challenges; or any equivalent education, training, and certification requirements that provide the required knowledge, skills, and abilities.

KNOWLEDGE, SKILLS, AND ABILITIES

- Proficient knowledge of trauma-informed practices and age-appropriate strategies to support students in the classroom.
- Demonstrated knowledge of behavioral assessment tools, applicable data collection methods, de-escalation techniques, effective intervention strategies, and restorative practices.
- Knowledge of state and federal laws, guidelines, and District policies/procedures applicable to the program.
- Knowledge of District and school safety and security procedures.
- Proficient knowledge and use of computer applications relevant to the position.
- Demonstrated ability to apply de-escalation strategies and behavior management techniques to work effectively with students exhibiting a range of behavioral challenges.
- Demonstrated ability to coach teachers and administrators on the use of effective de-escalation and behavior management strategies.
- Ability to use data, including but not limited to the District Student Information Systems data, to problem solve and strategically target identified patterns of behavior.
- Ability to communicate effectively with students, parents, school, and District staff in oral and written form.
- Demonstrated ability to apply judgment and complex logic in defining problems; collecting, analyzing, and interpreting data; creating reports; and drawing valid conclusions.
- Ability to anticipate work to be completed and initiate proper and acceptable direction for the completion of work with little to no supervision and instruction.
- Ability to maintain high standards of organization, accuracy, and timeliness in exercising duties.
- Ability to manage frequent interruptions in a flexible manner and difficult, stressful situations in a professional and appropriate fashion.
- Ability to work independently and as a productive member of a team.
- Ability to thrive in a fast-paced, continually changing work environment.

ESSENTIAL DUTIES

- Supports District initiatives for positive behavioral expectations and compliance. Collaborates with District behavior intervention specialists to support the District discipline program model.
- Conducts functional behavior assessments to identify the causes of behavioral issues and inform intervention strategies.
- Collaborates with teachers, administrators, and support staff to define and assess student behaviors, identify contributing factors, create classroom and individualized behavior intervention plans, and implement strategies to increase positive behaviors.
- Provides direct instruction and skill-based interventions to students with behavioral needs to foster independence and positive behavior.
- Coaches teachers in the implementation of effective strategies for individual students to achieve academic and social success.
- Develops and implements appropriate multi-tiered behavioral supports, interventions, and management strategies to improve behavior school-wide.
- Leads professional development activities for staff to promote a positive school culture. Trains and coaches staff in effective goal setting, instructional practices, de-escalation techniques, behavioral intervention strategies, conflict resolution, crisis management, anger control, etc.
- Maintains accurate records and progress notes to monitor student growth and inform on-going interventions.
- Coordinates/participates in behavior intervention team meetings and conferences with parents/guardians to review their student's performance, behavior, and other issues.

- Analyzes data on a consistent basis to determine success of interventions and to inform decisions for on-going improvement in the program model.
- Adheres to the highest standards of confidentiality concerning sensitive matters, students, and staff.
- Establishes a professional rapport with students, parents, and staff that fosters their respect. Displays the highest standards for ethical and professional behavior while working with students, parents, school personnel, District staff, community members, and other parties. Serves as a role model for others; dresses professionally; demonstrates the importance and relevance of learning; willingly accepts responsibility; and demonstrates pride in the public education profession.
- Accepts a share of responsibility for other school activities as assigned by the Principal or District staff. Carefully supervises and monitors students in various activities and settings, including the classroom, hallways, lunch periods, playgrounds, field trips, bus loading areas, etc., as assigned.
- Uses good judgment in responding to emergency situations (e.g., health emergencies, run away situations, fights, injuries, etc.). Promptly reports observations and incidents to resolve safety or health concerns, to provide appropriate documentation, and/or communicate information to appropriate personnel.
- Promptly reports suspected instances of child abuse and/or neglect as required by applicable South Carolina laws, District policies, and school procedures.
- Promptly reports incidents or concerns such as fights, suspected alcohol or substance abuse, possession of weapons, student or other health/safety concerns, etc., adhering to appropriate policies and procedures.
- Maintains a valid SC teaching certificate; provides for his/her own professional growth through an ongoing program of study to remain up-to-date on best practices in student behavioral assessment and intervention.
- Maintains a valid Crisis Prevention Intervention (CPI) certificate.
- Demonstrates prompt, regular attendance and is available to work in-person on-site during normal business hours. Available to work in an eLearning setting when required by the District.
- Willingly performs other duties as assigned by the supervisor.

PHYSICAL ABILITIES AND WORKING CONDITIONS

The physical abilities and working conditions are representative of, but not intended to be, an exhaustive list of the requirements for positions in this classification. In the event of an emergency or situation requiring guidance from Federal, State, Local, or District authorities, the requirements of this position may change to best serve the needs of our students.

Vision: Ability to read small print and view a computer screen for prolonged periods of time.

Hearing: Ability to tolerate exposure to noisy conditions.

Speech: Ability to be understood in face-to-face communications and to speak with a level of proficiency and volume to be understood over a telephone, computer, or virtual setting.

Upper Body Mobility: Ability to use hands to grasp and manipulate small objects; manipulate fingers; twist and bend at wrist and elbows; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

Strength: Ability to lift, push, pull and/or carry objects which weigh fifteen (15) or more pounds on a frequent basis.

Environmental Requirements: Ability to work independently; work cooperatively with others; work indoors; work outdoors as necessary for the position.

Mental Requirements: Ability to read, write, understand, interpret, and apply information on a moderately complex level essential for successful job performance; math skills at a proficiency level appropriate to the position; sound judgment; the ability to process information quickly; learn quickly

and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understands and adequately manages stressful situations.

Additional Work Conditions and Physical Abilities: Occasional local travel may be required. Reliable transportation required.

Richland School District Two is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, sexual orientation, gender identity status, spousal affiliation, or any other protected characteristic, as may be required by law. As required by Title IX and its implementing regulations, 34 C.F.R. Part 106, Richland School District Two does not discriminate on the basis of sex in its educational programs and activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities, and requirements of the position. It is not intended to be, nor construed to be, an all-inclusive list of the knowledge, skills, abilities, essential duties, physical abilities and/or working conditions associated with the position. District management/administration reserves the right to modify, add, or remove duties and assign other duties as necessary.