

ST. CHARLES PARISH PUBLIC SCHOOLS
JOB DESCRIPTION

TITLE: BEHAVIOR INTERVENTIONIST

REPORTS TO: Director of Special Education/Designee

FLSA STATUS: Exempts

SALARY RANGE: \$63,000 - \$84,840

OVERVIEW OF POSITION: The Behavior Interventionist is responsible for providing expertise and support in the development and implementation of positive behavior interventions and supports for students with special needs and/or disabilities across the district. This role involves conducting behavioral assessments, developing individualized behavior intervention plans (BIPs), training and supporting staff, collaborating with families and community agencies, and ensuring compliance with relevant regulations. The Behavior Interventionist will work collaboratively with school administrators, teachers, related service providers, and parents to create positive and effective learning environments that promote student success.

PERFORMANCE RESPONSIBILITIES

1.0 SCHOOL SUPPORT

- 1.1 Assists staff in defining and measuring specific student behaviors through training and support in data collection methods and functional behavior assessment (FBA) principles.
- 1.2 Facilitates team meetings, including IEP meetings and due process hearings, to discuss and develop behavior intervention plans based on assessment data.
- 1.3 Conducts comprehensive Behavioral Assessments, including gathering information from parents, teachers, students, and other relevant individuals.
- 1.4 Compiles and interprets student assessment results to determine the function of behavior and inform the development of effective intervention strategies.
- 1.5 Assists staff in developing and implementing individualized Behavior Intervention Plans (BIPs) that include proactive strategies, explicit teaching of replacement behaviors, and reactive procedures.
- 1.6 Monitors the implementation of BIPs through direct observation, data analysis, and collaboration with staff.
- 1.7 Plans and directs services and activities to support the consistent and effective implementation of behavioral intervention strategies across various settings.
- 1.8 Develops and implements strategies for positive student behavior management at the individual, classroom, and school-wide levels.

2.0 SCHOOL AND COMMUNITY RELATIONS

- 2.1 Confers with school administrators, teachers, and site staff concerning individual student progress toward behavior plan goals and makes recommendations for adjustments.
- 2.2 Participates actively in Individual Education Plan (IEP) meetings to contribute behavioral expertise and ensure alignment of behavioral goals with academic and functional goals.
- 2.3 Facilitates conflict resolution and peer mediation sessions with students to develop their social skills and self-management strategies.
- 2.4 Coordinates behavioral services with community organizations and agencies to provide comprehensive support for students' behavioral objectives.
- 2.5 Represents the District at professional meetings, workshops, trainings, and seminars related to social-emotional learning and professional development.
- 2.6 Plans, develops, and conducts public and community relations programs pertaining to program functions and activities.
- 2.7 Prepares a variety of professional written documents in a timely manner, including assessment reports, BIPs, progress updates, and training materials.

3.0 ADMINISTRATION

- 3.1 Provides feedback to teachers on the effective implementation research based practices, such as technology, in the instructional program.
- 3.2 Monitors data and trends related to behavioral assessments and interventions to evaluate the effectiveness of strategies and make data-informed decisions.
- 3.3 Prepares a variety of program-mandated reports (e.g., narrative and statistical reports, records, files) for complying with program requirements.
- 3.4 Assures compliance with governmental regulations, codes, restrictions, and reporting requirements concerning those Special Education students affected by her/his services.
- 3.5 Processes referrals of students for behavior intervention plan services in a timely and efficient manner.
- 3.6 Makes periodic inspections of classroom environments to assure established standards of plan implementation are maintained.

4.0 PROFESSIONAL DEVELOPMENT

- 4.1 Provides training and ongoing support to general and special education staff on behavior assessment techniques, data collection methods, and the implementation of behavior intervention plans.
- 4.2 Designs and delivers behavior intervention plan implementation training and other related in-service programs, including student-specific intervention training, to staff and parents.
- 4.3 Provide ongoing consultation with staff who are implementing student behavior plans.

- 4.4 In collaboration with site administrators and the Director of Special Education/designee, evaluates staff's implementation of student behavior plans and provide feedback as needed.

5.0 PROFESSIONAL ENGAGEMENT

- 5.1 Consistently demonstrates customer excellence standards.
- 5.2 Promotes and supports a culture of inclusion, diversity, dignity, and fairness for all stakeholders.
- 5.3 Minimizes bias in self and others and accepts responsibility for his/her own actions.
- 5.4 Develops and maintains a safe and caring environment for all of our customers.
- 5.5 Accepts and recognizes the value of the contribution of others.
- 5.6 Treats all stakeholders in a respectful and helpful manner.
- 5.7 Uses verbal and non-verbal communication in a manner respectful of others.
- 5.8 Displays confident posture and maintains self-control.
- 5.9 Uses active listening skills.
- 5.10 Demonstrates positive support through actions and words as an ambassador of the schools and district.
- 5.11 Writes and speaks clearly and concisely so that the message is understood.
- 5.12 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- 5.13 Accepts and uses constructive feedback.
- 5.14 Demonstrates skill in giving and receiving feedback.
- 5.15 Develops leadership and responsibility in colleagues and students if applicable.
- 5.16 Makes wise and appropriate decisions after identifying and analyzing relevant information.
- 5.17 Identifies problems and issues and works collaboratively to contribute ideas and find solutions.
- 5.18 Uses proper administrative procedures for making requests and resolving conflicts.
- 5.19 Cooperates with building and district staff in planning and evaluation.
- 5.20 Attends and constructively participates in meetings and professional development activities.
- 5.21 Dresses for success according to job responsibilities.

- 5.22 Follows directives as assigned by supervisor.
- 5.23 Cooperates with administration in the performance of additional duties.
- 5.24 Completes tasks, reports, and document accurately according to specified timelines and expectations.
- 5.25 Adheres to district guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary.
- 5.26 Adheres to ethical, legal and professional standards.
- 5.27 Refrains from revealing confidential information.
- 5.28 Adheres to laws, Board Policies and Procedures, administrative rules, practices, and guidelines and applies all fairly, consistently, wisely, and compassionately.

QUALIFICATION 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.

EDUCATION, CERTIFICATION, and EXPERIENCE

Master's degree; Certified as a Board Certified Behavior Analyst (BCBA), Licensed Behavior Analyst (LBA), Certified School Psychologist (CSP), Licensed Clinical Social Worker (LCSW), or Licensed Master Social Worker (LMSW); Minimum of three (3) years of experience working with students with disabilities and implementing behavior intervention plans required; Demonstrated knowledge of principles and practices of Applied Behavior Analysis (ABA) preferred; Strong understanding of functional behavior assessment (FBA) and the development of positive behavior intervention plans (BIPs) required; Experience in K-12 Setting preferred.

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.

While performing the duties of this job, the employee is frequently required to stand, walk, speak, hear and sometimes sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 25 lbs.

ADDITIONAL PHYSICAL DEMANDS

While performing the duties of this job, the employee may occasionally push or lift up to 50lbs with a team. The employee may be exposed to physical contact from students. The employee may need to execute physical restraints and control of students.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

WORK ENVIRONMENT

The work environment is representative of conditions an employee encounters while performing the essential functions of this job. While performing the duties of this job the employee is frequently exposed to a noise level in the work environment which is moderate to loud.

The information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the St. Charles Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature

Date