

SCHOOL DISTRICT OF ST. JOHNS COUNTY
INSTRUCTIONAL BEHAVIOR INTERVENTIONIST (SCHOOL)
JOB DESCRIPTION

QUALIFICATIONS:

- (1) Bachelor's degree from an accredited educational institution in education, social work or other human services field.
- (2) Valid Florida teacher certification in appropriate area, or
- (3) Valid certificate in School Psychologist, Social Worker or Guidance and Counseling, or
- (4) Current licensure/certification through the Behavior Analyst Certified Board.
- (5) Experience with Crisis Intervention and De-escalation techniques.
- (6) Experience working with students exhibiting challenging behaviors.
- (7) Certification in the district approved crisis management system or successful completion of certification within the first 90 days of employment.
- (8) Experience working with "at risk" and special needs students
- (9) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of, and ability to implement, de-escalation crisis intervention and behavior management techniques. Ability to assess, design and implement behavior goals. Ability to instruct others in collecting and summarizing data into a meaningful format. Ability to assist others in writing Functional Behavioral Assessments and Behavior Intervention Plans. Ability to develop and present professional development activities for staff regarding ways to address the needs of students with challenging behaviors. Ability to form group activities for students addressing current issues to include, but not be limited to: bullying, anger management, social skills, problem solving, relationships (as appropriate for the age). Knowledge of School Board policies and practices. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing in a clear and concise and effective manner with school teams, parents and outside agencies. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to work effectively with peers, administrators and others. Ability to document student goals and to assess children effectively.

REPORTS TO:

Principal or designee (School-based)

JOB GOAL

To provide consultation and coaching to school teams and parents in the area of Behavior Management and Social Skills in an effort to increase appropriate behavior and decrease inappropriate behavior in students. To collaborate with school teams, parents and outside agencies to effectively offer resources that address student needs. To provide professional development and ongoing support to those working with at risk students exhibiting challenging behaviors. Each employee of the St. Johns County School Board will model the six pillars (as defined by Character Counts!) of the character education program.

INSTRUCTIONAL BEHAVIOR INTERVENTIONIST (SCHOOL) – (Continued)**SUPERVISES:**

N/A

PERFORMANCE RESPONSIBILITIES:**Service Delivery**

- * (1) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs for social skills groups.
- * (2) Understand federal and state regulations and policies related to working in Florida Schools with general education students and student with disabilities who exhibit challenging behaviors.
- * (3) Prepare meaningful student groups that address challenging behaviors.
- * (4) Assist with training and support to staff on conducting Functional Behavior Assessments and Behavior Intervention Plans.
- * (5) Provide training and assistance to staff on collecting, analyzing and summarizing data into a meaningful format so that school teams can make informed decisions about student progress related to behavior intervention plans.
- * (6) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- * (7) Plan for and Empower Students Who Lack Support for Schooling.
- * (8) Develop and Implement a Professional Growth Plan.
- * (9) Promote a Positive and Collegial Environment.
- * (10) Communicate High Expectations for All Students.
- * (11) Recognize Adherence to Rules and Procedures.
- * (12) Work in a collaborative model and other instructional and support staff to share strategies and best practices.

Expectations of All Employees

- * (13) Meet and deal effectively with the general public, staff members, parents, administrators and other contact persons using tact and good judgment.
- * (14) Follow attendance, punctuality, proper dress code and other qualities of an appropriate work ethic.
- * (15) Ensure adherence to good safety standards.
- * (16) Maintain confidentiality regarding school/workplace matters.
- * (17) Model and maintain high ethical standards.
- * (18) Maintain expertise in assigned area to fulfill position goals and objectives.
- * (19) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- * (20) Demonstrate initiative in the performance of assigned responsibilities.
- * (21) Each employee of the St. Johns County School Board is charged with the responsibility of being familiar with the Character Counts! program and with modeling the characteristics of citizenship, character education and literacy.

Inter/Intra-Agency Communication and Delivery

- * (22) Provide consultation to school Multi-Tiered System of Support problem solving teams (to include Response to Intervention) when students with behavior challenges are being discussed.
- * (23) Provide training and coaching to staff on appropriate management of challenging student behaviors

INSTRUCTIONAL BEHAVIOR INTERVENTIONIST (SCHOOL) – (Continued)

- *(24) Provide accurate and timely information to parents and other professionals about behavioral performance of students.
- *(25) Collaborate with other professionals and parents after recognizing student distress or abuse.
- *(26) Collaborate with peers and other professionals to enhance student learning.
- *(27) Respond to concerns, communication attempts, and inquiries in a timely manner.

Professional Growth and Improvement

- *(28) Attend and participate successfully in meetings, pre-service and training programs offered to increase skills, proficiency and character education related to assignment.
- *(29) Participate successfully in training programs, conferences, and workshops as assigned or appropriate to keep abreast of current practices, programs, legal issues, and character education.

Systemic Functions

- *(30) Keep supervisor informed of potential problems or unusual events.
- *(31) Follow federal and state laws as well as School Board policies, rules, and regulations.
- *(32) Prepare all required reports and maintain all appropriate records.
- *(33) Represent the District in a positive and professional manner.
- *(34) Demonstrate support for the School District and its goals and priorities.

Leadership and Strategic Orientation

- *(35) Set high standards and expectations as they relate to the district's character program.
- *(36) Exhibit interpersonal skills to work as an effective team member.
- *(37) Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.

Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Worker is required to use two or more of the following on a regular basis: telephone / other voice communication devices; audio-visual equipment; personal computer; copy machine; calculator; personal safety devices such as back support or safety glasses necessary for the operation of power tools / equipment; physical fitness / therapy devices; other specialized equipment typically used in school buses and classrooms for exceptional students, resource rooms, vocational shop / laboratory, gymnasiums, physical therapy laboratory or room, or practice field.

I. PHYSICAL EXERTION REQUIREMENTS OF THIS POSITION:

In an emergency, worker may be required to restrain a physically active individual as a temporary safety precaution.

INSTRUCTIONAL BEHAVIOR INTERVENTIONIST (SCHOOL) – (Continued)**II. PHYSICAL ACTIVITY DURING A TYPICAL DAY:**

A typical day's activities include sitting, standing, walking, bending, stooping, pushing, pulling, lifting, stretching, twisting and reaching; normal finger dexterity, visual acuity (with or without corrective glasses), hearing, talking, and firm grasping are also required to carry out essential functions.

III. WORKING CONDITIONS:

Indoors and outdoors. Worker is subject to both conditions with most work occurring inside. The worker is subject to moderate noise levels such that loud talking or even shouting is required to be heard on occasion.

IV. TYPICAL JOBS:

Jobs requiring the activities described above may include the following: Teachers of the Profoundly Handicapped, Emotionally Disturbed, Physically Impaired; Physical and Occupational Therapy; Physical Education, Industrial Vocational Education; ESE Aide in classes for the moderate to severely handicapped or certain vocational courses; Bus Attendant for the physically handicapped; or other jobs requiring similar physical activity.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

10 month position

7.5 hours per day

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of personnel.

POSITION CODE: 63105

Pay type: 12

FLSA STATUS: Exempt

BOARD APPROVED:

REVISED: May 2016
April 2018
September 2021