



THE METROPOLITAN SCHOOL DISTRICT OF

WARREN TOWNSHIP

Early Intervention Services Behavior Interventionist Job Description

- JOB TITLE:** Behavior Interventionist (Early Intervention Services)
- FLSA CLASSIFICATION:** Non-exempt, hourly employee.
- WORK DAYS:** 181 days (those days when students are scheduled to attend school).
- STANDARD HOURS PER DAY:** 7 hours per day (not including a 30-minute unpaid duty-free meal break).
- WORK YEAR:** The Behavior Interventionist is scheduled to work all days when students are scheduled to attend school, depending on which calendar the school follows.
- SALARY SCHEDULE & BENEFITS:** The Behavior Interventionist is paid on the "Instructional Assistants" salary schedule, and is eligible for benefits on the "Support Staff" benefits schedule.

REPORTS TO: The Behavior Interventionist is supervised by the CEIS Coordinator. In buildings, he/she/they report to the building Dean, Assistant Principal, and/or Principal.

SUPERVISES: The Behavior Interventionist does not supervise any other employee(s).

GENERAL SUMMARY OF DUTIES:

Under direct supervision, the Early Intervention Services Behavior Interventionist will work with students in kindergarten through grade 12, with a particular emphasis on students in kindergarten through grade six, who are not currently receiving special education or related services, but who need additional social-emotional and behavioral support to succeed in a general education environment.

ESSENTIAL FUNCTIONS:

Duties include, but are not limited to:

1. Works with groups and/or individual students as assigned. Acquires basic proficiency in skills that support student needs (e.g., social skills, character education, etc.).
2. Applies basic practices of effective behavioral management, and assists in the teaching and utilization of problem-solving skills and de-escalation strategies to support student needs.
3. Reinforces CORE expectations and procedures of the school and learning environment; acknowledges and encourages appropriate behavior and distinguishes inappropriate behavior for the students' understanding.
4. Keep thorough and accurate records of daily duties and services provided to students, such as implementation and monitoring of behavior management supports.
5. Work with teachers, administrators, and the Early Intervention Services team to implement preventative and proactive measures to support students with behavior in school.
6. Provide support to teachers and administrators in supporting students with behavior needs.
7. Observe students and assist CEIS Coordinator and teachers in data collection as needed.
8. Effectively utilizes Warren provided technology tools, as job appropriate.
9. With the support of the district, attends training to ensure skill level is at the level required to perform in current position.
10. Responsible for timely and accurate information maintained as part of job responsibilities.
11. Maintains confidential student information, which is not disclosed to individuals not directly working with the student.
12. Travel between buildings will be required.

13. Any other duties as assigned by the Early Intervention Services Coordinator.

NON-ESSENTIAL FUNCTIONS:

While the following tasks are necessary for the work of the unit, they are not an essential part of the purpose of this position and may also be performed by other unit members.

1. Performs related duties as directed.

ENTRY-LEVEL REQUIREMENTS:

1. **EDUCATION/TRAINING:** High School diploma or GED is required; an Associate's degree or higher, or at least sixty (60) semester hours from an accredited institution of higher education is preferred. (Official transcripts are required to validate education.)
2. **EXPERIENCE:** Previous vocational training or work experience with school-age children with lagging behavioral skills and/or special needs is preferred.
3. **CERTIFICATIONS &/OR LICENSES:** Able to meet the requirements of a paraprofessional as outlined in ESSA. Pass the required Expanded Criminal History Check and Expanded Child Protection Index Check. Must have at least an **associate's degree or two years of college or passed the ParaPro Assessment**. The Walker Career Center offers the ParaPro Assessment at no cost for all Warren Township prospective employees. Testing is offered Monday through Thursday at 9:00 a.m. and 5:30 p.m. To register for your free assessment, email adulthoodeducation@warren.k12.in.us or call 317-532-3000.
4. **OTHER:** Ability to perform the essential functions, meet the performance aptitudes, and fulfill the physical/sensory/environmental requirements of the job (with or without reasonable accommodations) is required. Understanding of the developmental, physical and emotional behaviors and challenges of students; with demonstrated stress management and de-escalation skills; ability to fulfill the dexterity and physical requirements of the work, and effectively attend to the behavioral and social-emotional needs of school age children.

PERFORMANCE APTITUDES:

1. **Data Utilization:** Requires the ability to evaluate, audit, deduce, and/or assess data and/or information using established criteria. Includes exercise of discretion in determining actual or probable consequences, and in referencing such evaluation to identify and select alternatives.
2. **Human Interaction:** Requires the ability to assist and build rapport with students. Requires the ability to interact with multiple administrators and staff members within the district to carry out supports and strategies of students they work with.
3. **Equipment, Machinery, Tools, and Materials Utilization:** Requires the ability to operate, maneuver and/or control the actions of any strategies/supports/devices utilized to best support students.
4. **Verbal Aptitude:** Requires the ability to utilize a wide variety of reference, descriptive, and advisory data and information.
5. **Mathematical Aptitude:** Depending on the school grade classroom of assignment, may require the ability to perform addition, subtraction, multiplication, and division; may require ability to calculate decimals and percentages; may require ability to utilize principles of fractions and/or interpret graphs.
6. **Functional Reasoning:** Requires the ability to apply principles of influence systems, such as motivation, incentive, and leadership. Ability to exercise independent judgment to apply facts and principles for developing approaches and techniques to problem resolution.

7. **Situational Reasoning:** Requires the ability to exercise the judgment, decisiveness and creativity required in situations involving the evaluation of information against sensory, judgmental, or subjective criteria, as opposed to that which is clearly measurable or verifiable.

PHYSICAL REQUIREMENTS: Tasks involve the ability to exert very heavy physical effort in very heavy work, typically involving some combination of climbing and balancing, stooping, kneeling, crouching, and crawling, and the lifting, carrying, pushing, and/or pulling of heavy objects and materials, as job appropriate.

SENSORY REQUIREMENTS: Most tasks require visual perception and discrimination. Some tasks require oral communications ability. Some tasks require the ability to perceive and discriminate sounds.

ENVIRONMENTAL FACTORS: Tasks are regularly performed with exposure to adverse environmental conditions, such as violence when working with students with severe adaptive, emotional or behavioral needs.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluations of Professional Personnel.

Approved by: _____ Date: _____

Reviewed and agreed to by: _____ Date: _____

- I have received a copy of the Support Staff Handbook and/or directions on how to access the information on the District Website.

The Metropolitan School District of Warren Township does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including transgender status, sexual orientation and gender identity), disability, age, military status, ancestry or genetic information which are classes protected by Federal and/or State law (collectively, "Protected Classes") occurring in the Corporation's employment opportunities, programs and/or activities, or if initially occurring off Corporation grounds or outside the Corporation's employment opportunities, programs and activities, affecting the Corporation environment.