

RAVENNA PUBLIC SCHOOLS BEHAVIOR INTERVENTIONIST JOB DESCRIPTION

NOTE: This is a generalized job description. Specific teaching assignments may vary somewhat in essential functions and physical requirements. Applicants should be aware of specific requirements prior to employment.

REPORTS TO: Superintendent

FLSA: Certified / Salary

EMPLOYMENT TERMS AND SALARY: As negotiated with the Ravenna Board of Education.

QUALIFICATIONS:

1. Education: BA or MA in Special Education; Endorsement in behavior disorders is preferred but not required.
2. Experience: Experience in working with behavior disorders preferred but not required. Experience in staff development and training adults preferred, but not required.

ESSENTIAL JOB FUNCTIONS: (Include, but are not limited to)

1. Collaborates with MTSS Team to provide training and modeling for the implementation of behavior interventions to staff through group and individualized staff development opportunities (including coaching).
2. Serves as IEP case manager for all behaviorally disordered students, while working collaboratively with staff to write and monitor behavior intervention plans for students.
3. Provides leadership for the completion of diagnostic and evaluation teamwork in the development of intervention plans.
4. Develops effective behavior intervention plans and works with staff to implement those plans effectively.
5. Assesses the effectiveness of behavior intervention plans, leads in the development of needed interventions or adjustments to plans, and monitors plans' effectiveness through use of data points.
6. Serves as an active member and resource of the school's Multi-Tiered System of Supports (MTSS) team.
7. Collaborates with staff in group settings and through individualized consultations to support staff with strategies, ideas, and ongoing support in working with behavioral disordered students.
8. Acts as a liaison with outside agencies (mental health specialists, counseling agencies, probation, law enforcement, etc.) to create an effective team model to support behaviorally disordered students.
9. Maintains effective professional relationships with community agencies.
10. Develops strong networks of support with parents, teachers, and administrators for targeted students. Networking should include effective dialogue and training district-wide to build effective collaboration.
11. Assists in required referrals to medical and community agencies.
12. Assesses district-wide needs in the area of behavior intervention.
13. Supports MTSS Team in building district-wide intervention programs to support the behavioral growth of all students.
14. Supports MTSS Team in developing a strategic district behavior intervention plan that assesses the needs and matches resources to priority needs. Supports MTSS Team in communicating and promoting the district plan to the staff and the general public.

15. Regularly reports district-wide behavioral data to all stakeholders, including students, staff, administration, board of education, and the community.
16. Keeps supervisors and administration informed of the activities and progress of the district behavior intervention program.
17. Maintains accurate records and files with required data for the purpose of meeting all local, state, and federal reporting requirements.
18. Demonstrates a working knowledge of the public laws that govern the federal and state requirements pertaining to special education.
19. Understands and practices the school district's seclusion and restraint policy with fidelity, assists in reviewing the policy annually for compliance with state and federal law, and advises the administration of any areas of non-compliance with the policy.
20. Advises the administration of any areas of non-compliance with federal or state laws pertaining to special education.
21. Displays a cooperative and positive attitude in working with students, parents, staff, and supporting agencies to promote positive behavioral development for all students district-wide.

NOTE: The statements herein are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

POSITION: BEHAVIOR INTERVENTIONIST – DISTRICT

| PHYSICAL REQUIREMENTS: | Never 0% | Occasional 1-32% | Frequent 33-66% | Constant 67%+ |
|-----------------------------------|-------------|---------------------|--------------------|------------------|
| A. Standing | | | X | |
| B. Walking | | | X | |
| C. Sitting | | | X | |
| D. Bending/Stooping | | X | | |
| E. Reaching/Pushing/Pulling | | X | | |
| F. Climbing | | X | | |
| G. Driving | | | X | |
| H. Physical Tasks | | X | | |
| I. Lifting 70 lbs. Max | | X | | |
| J. Carrying 10 Ft. | | | | |
| K. <u>Manual Dexterity Tasks:</u> | Light | <u>Medium</u> | Heavy | Very Heavy |

OTHER REQUIREMENTS (Intellectual, Sensory):

- ~Excellent oral and written communication skills
- ~Demonstrates stress management appropriately and professionally
- ~Works well with a variety of personalities
- ~Works well with adults and children
- ~Displays a cooperative spirit

WORKING CONDITIONS:

- A. Inside/Outside: Both
- B. Climatic Environment: Heated/air conditioned offices & buildings; all weather conditions
- C. Hazards: Abusive, verbally aggressive, physically aggressive, or out-of-control students.