

BEHAVIORAL INTERVENTIONIST

FLSA Status: Exempt

GENERAL DEFINITION OF WORK:

Under the direction of the school principal, provide support in navigating evidence based practices, strategies and tools necessary to effect positive behavioral change in students by providing supportive, evidence-based practices, strategies and tools necessary to effect positive behavioral change in students by providing supportive interventions to students and staff.

ESSENTIAL FUNCTIONS/TYPICAL TASKS:

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Assist in the development of individualized functional behavioral assessments (FBA) of identified students as part of the behavior improvement process;
- Assist in the development, implementation, data collection, and assessment of behavior education plans (BEP) or behavior intervention plans (BIP) for identified students;
- Use appropriate counseling methods and resources to: promote a student's self-esteem, self-awareness and self-regulation; to develop communication skills to appropriately express thoughts and feelings; to use appropriate conflict resolution skills; to develop positive social behaviors with peers and adults;
- Provide support to students who display impulsive or aggressive behaviors, low self-esteem and impaired social skills;
- Work with identified students in classrooms and other school environments to reach goals as determined by their BEP or BIP;
- Implement progress monitoring and data collection for identified students related to behavioral interventions;
- Keep parents, teachers and other staff informed of student progress, significant incidents, concerns, and successes;
- Develop consultative and collaborative relationships with school division special and general education teachers and paraprofessionals, behavior specialists, school counselors, and administrators;
- Implement effective de-escalation techniques, crisis intervention strategies and protocols as needed;
- Participate in division and school-based professional development and trainings as required;
- Complete required paperwork in a timely manner;
- Maintain confidentiality of student and school information;
- Performs related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

Understanding of trauma, its impact on behavior, and evidenced-based strategies to ameliorate the effects of trauma; understanding of the escalation cycle and effective methods of de-escalation; understanding of appropriate methods of restraint to prevent injuries to the student or others; utilize collaborative skills with school staff to assure implementation and maintenance of intervention plans; Knowledge of data collection methods, analyzing data and assessing behavior; knowledge in developing, planning and implementation of behavior interventions based on data and behavior functions; ability to create and support an instructional environment conducive to effective learning for all children; respect confidential information and the individual's right to privacy; communicate openly and effectively with students, colleagues, administration, parents, central office and community patrons; demonstrate excellent oral and written communication skills; model professional, moral, and ethical standards as well as personal integrity in all interactions within the school and within the community;

EDUCATION AND EXPERIENCE:

Must possess a Bachelor's Degree or higher in education, counseling, social work, psychology, or sociology. three years of successful experience in counseling or teaching children with behavioral disabilities, social skill or emotional control deficits is preferred. Virginia educational license required.

PHYSICAL REQUIREMENTS:

This is potentially heavy work requiring the exertion of up to 50 pounds of force frequently, and up to 20 pounds of force constantly to move objects; work requires climbing, balancing, stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, fingering, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word, and conveying detailed or important instructions to others accurately, loudly, or quickly; hearing is required to perceive information and to receive detailed information through oral communications and/or to make fine distinctions in sound. The employee may be exposed to blood borne pathogens and may be required to wear specialized personal protective equipment.

SPECIAL REQUIREMENTS:

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.