

BEHAVIORAL INTERVENTIONIST



Reports to: Director of Special Education

Salary Schedule: Schedule C

FLSA Status: Hourly

Bargaining Unit: Wenatchee Assoc. of PSE

EEO Class: Level 9

Revised/Reviewed Date: March 2019

SUMMARY:

Under the direction of the Director of Special Education, provides behavior intervention support to students and staff in development of behavior plans. Provides confidentiality by having a thorough understanding of the programs purpose.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Adapts classroom activities, assignments and/or materials under the direction of the teacher for the purpose of providing an opportunity for all special education students to participate in classroom activities.
- Assists in developing, implementing, modeling behavior and Individual Education Plans for the purpose of meeting individual student needs and reinforcing learning activities.
- Assists in the preparation and adaption of instructional materials, for the purpose of providing activities and materials that facilitate student learning and performance.
- Assists in training of staff, parents, and students in specialized instructional strategies and techniques being implemented for the purpose of sharing information and techniques used in behavior intervention.
- Assists with data models alternative communication intervention strategies for the purpose of teaching students to communicate effectively.
- Implements and models alternative communication intervention strategies for the purpose of teaching students to communicate effectively.
- Implements and models social skill development techniques, including social stories, peer facilitation and peer training for the purpose of assisting in achieving academic, social, emotional and behavioral goals.
- Implements behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of assisting in meeting special education students needs and providing a consistent environment.
- Monitors and records data on academic and/or behavioral information for the purpose of measuring student progress in identified areas.
- Monitors student progress in identified areas for the purpose of recording

- appropriate data regarding academic and/or behavioral information.
- Reports observations and incidents relating to specific students for the purpose of providing documentation and/or communicating information to appropriate personnel.
- Assists with data collection and assessments for behavior support services for the purpose of monitoring and reporting progress with identified goals.
- Use of assessment tools such as; frequency charting, duration charting, time sampling, and interval observations.
- Travels to schools sites as required for the purpose of performing services at varied sites.
- Performs other duties as assigned.

COMPETENCIES:

To perform the job successfully, an individual should demonstrate the following competencies:

Teamwork --- Exhibits objectivity and openness to others views; Gives and welcomes feedback; Contributes to building a positive team spirit; Puts success of team above own interests.

Planning/Organizing --- Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Conserves organizational resources.

Computer Skills – To perform this job successfully, an individual should have strong knowledge of computer operating systems.

Customer Service – Maintains professional demeanor when dealing with difficult or emotional situations; Responds promptly to staff, student and public needs; Solicits feedback to improve service; Responds to requests for service and assistance;

Mathematical Skills – Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Interpersonal Skills --- Keeps emotions under control; Remains open to others' ideas and tries new things. Shows respect and sensitivity for cultural differences; promotes a harassment-free environment.

Oral and Written Communication --- Listens and gets clarification; Responds well to questions; Participates in meetings; Read and comprehend written and verbal instructions. Writes clearly and informatively.

Professionalism --- Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Quality --- Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies feedback to improve performance; Monitors own work to ensure quality.

Safety and Security --- Observes safety and security procedures; Reports potentially unsafe conditions; Uses equipment and materials properly.

Attendance/Punctuality --- Is consistently at work and on time; Arrives at meetings and appointments on time.

Dependability --- Follows instructions, responds to management direction; Takes responsibility for own actions. Meets commitments, Follows policies and procedures.

WORKING CONDITIONS AND PHYSICAL DEMANDS:

The environmental factors described here are representative of those that may be present in the work place while the employee performs 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 regularly required to stand; walk; use hands to finger, handle, grasp or feel; reach with hands and arms; push and pull, and talk, hear and smell. The employee is occasionally required to stoop, kneel, or crouch. Employee in this position may encounter prolonged sitting and/or standing. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision and ability to adjust focus.

This position may require working with a diverse group of individuals. This position may require working with students of all ages as well as parents and staff. Employees in this position may encounter stressful situation where a professional attitude will be required. Multi-tasking is essential as deadlines and frequent interruptions are common.

EDUCATION AND EXPERIENCE:

- High school graduation or equivalent.
- Minimum five (5) years experience working with students who have challenging behaviors.
- Must have an AA degree or higher.
- Must be willing to work with emotionally behaviorally disabled students.
- Required first aid training or ability to obtain.
- Possess excellent English grammar, spelling and punctuation.
- Knowledge of school operation and ability to relate effectively with students, staff and parents.
- Ability to adapt to a variety of situations and to remain calm under stress.
- Attendance and punctuality are important in this position.

- Experience working with special education students preferred.
- A Washington State Patrol Criminal History Information Form, required by RCW 43.43.830.

