POSITION DESCRIPTION

TITLE: Student Behavior Intervention Specialist
LOCATION: Elementary/Secondary
REPORTS TO: Principal or designee
DEPARTMENT: Elementary/Secondary Education

SUMMARY STATEMENT:
Under the general supervision of the building Principal, the Student Intervention Specialist will develop and promote school and community based services for students within the school. The Intervention Specialist will collaborate in the development and implementation of social and behavioral intervention programs and/or activities to promote positive student behavior, and collect and review data related to student success and school wide behaviors.

ESSENTIAL FUNCTIONS:
1. Exhibit the ability to develop relationships and communicate effectively with a diverse community and student population.
2. Communicate with staff, students, parents, and community about factors impacting student performance in a manner consistent with administrative direction as well as district policies and procedures.
3. Forge and maintain partnerships between the school district, building, community, and local businesses to enhance community and volunteer involvement in student intervention programs.
4. Connect families to community agencies and resources.
5. Implement positive behavioral intervention systems.
6. Recruit and manage collaborative program partners to expand offerings, especially those that affect issues of disproportionality and increase academic success of students.
   • Implement evidence based intervention practices.
8. Maintain accurate data on student performance/progress.
   • Summarize and report all behavior data for building administrator in a timely, accurate, and efficient manner.
9. Facilitate instruction and skill building to individual students, small groups, and classrooms in the areas of social skills and non-cognitive/executive functioning.
10. Problem-solve with students on an ongoing basis.
11. Provide support to the classroom as directed by administration as needed.
12. Provide clear, consistent, and firm expectations for student behavior.
13. Attend various training sessions needed in order to maintain an up-to-date understanding of behavioral intervention.

OTHER RESPONSIBILITIES:
1. Perform other related duties as assigned.

PHYSICAL DEMANDS REQUIRED:
Vision (66-100%)  Speaking (66-100%)  Hearing (66-100%)
Standing (33-66%)  Sitting (33-66%)  Walking (33-66%)
Writing (Up to 33%)  Bending (33-66%)  Stopping (33-66%)
Acceptable Attendance  Reaching (33-66%)  Squatting (33-66%)
Lifting (33-66%) Up to 50 lbs. individually
More than 50 lbs. with assistance  At risk for exposure to Bloodborne Pathogens and other potentially infectious materials.
Driving (66-100%)

MENTAL DEMANDS REQUIRED:
Reading documents (66-100%)  Constant Interruptions (66-100%)  Verbal Communication (66-100%)
Confidentiality (66-100%)  Written Communication (Up to 33%)  Multiple Concurrent Tasks (66-100%)

Percentages of requirements of physical and mental tasks are only an estimate. Reasonable accommodations for persons with a disability will be considered in order for them to perform the essential functions of the job.
(66-100%) = Continuously  (33-66%) = Frequently  (Up to 33%) = Occasionally

TOOLS AND EQUIPMENT NECESSARY:
Computer, copy machines, telephone, and all other tools and equipment necessary to perform the essential functions as listed above.

MINIMUM QUALIFICATIONS:
1. AA or BA in Education, Psychology, or ability to demonstrate five(5) years of experience working with students with behavior or mental health issues preferred.
2. Demonstrated ability to problem-solve effectively with students with behavioral and mental health issues.
3. Training and/or experience in Nonviolent Crisis Intervention techniques.
4. Certified by CPI as an instructor of Nonviolent Crisis Intervention preferred.
5. Training and/or experience in implementation of Positive Behavior Supports.
6. Training and/or experience in Dr. Ross Green’s Collaborative Problem Solving Approach preferred.
7. Training in Functional Behavior Analysis.
8. Basic typing/keyboarding.
9. Demonstrated ability to communicate, monitor, supervise, and manage difficult students and help them succeed.
10. Demonstrated ability to communicate effectively with staff and families.
11. Must possess personal characteristics of flexibility, initiative, and cooperativeness.
12. Must possess physical capability and ability to respond to aggressive student behavior.
13. Demonstrated ability to maintain confidentiality of sensitive information.
14. Demonstrated ability to work under conditions of constant interruptions and perform under pressure.
15. Demonstrated ability to establish and maintain positive relationships with others as part of a team.

Variable Days Per Year (Includes Holidays)
Variable Hrs. Per Day

PSE: ___________________________  Date: ________________
District: __________________________  Date: ________________

New
Student Behavior Intervention Specialist