

Browning Public Schools

JOB DESCRIPTION

Effective: Pending Board Approval of Position

K-12 Behavior Intervention Specialist

(GRANT FUNDED POSITION)

Summary of Functions

Highly qualified Behavior Intervention Specialist with knowledge and skills necessary to assist individuals, groups and systems through the application of positive behavior supports. The Behavior Specialist helps coordinate Functional Assessments of Behavior and Behavior Intervention Plan that address students' inappropriate behaviors and provide a means to help the students become more academically successful. Behavior Intervention Specialist also provides classroom and school-wide behavior management strategies.

The Behavior Intervention Specialist provides leadership and direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the Behavior Specialist works directly and aggressively with identified students to adopt behaviors that substantially increase their academic performance. These students are the lowest achieving students who have been identified as requiring substantial supplemental behavior intervention and support. Under the supervision of the building principal and district representative, the Behavior Intervention Specialist will provide diversified strategies and activities specifically designed for targeted students.

Essential Duties and Responsibilities

- Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
- Facilitate team meetings with the identified student's teachers and parents for the purpose of completing a Behavioral Assessment.
- Facilitate team meetings that: design Behavior Intervention Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support; and factors that affect effectiveness including social validity and treatment integrity.
- Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
- Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
- Use ongoing assessments to maintain a record of student progress.
- Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
- Model good assessment processes that assist students in assessing their own work and behavior.

- Provide recognition of a variety of student accomplishments and positive behaviors.
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
- Engage parents in the “student behavior intervention plan” process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- Work with School Counselor(s) to conduct conflict resolution and peer mediation sessions
- Review behavior referrals and data reports
- Participate in building level MTSS team and/or grade level meetings, as appropriate
- Consult with school counselor(s), and teachers
- Attend professional development opportunities to maintain high level of skill and knowledge of current research and practices
- Serve as a consultant to administrators, teachers, and parents
- Organize and schedule time commitments to meet demands of the job
- Comply with all safety policies, practices and procedures; report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental and/or grade level goals
- Provide leadership to others through example and sharing of knowledge/skill

Qualifications

- Highly qualified teacher with full State of Montana certification and/or BA in Social Work or closely related field.
- Classroom teaching experience in which the teaching of “at risk” and/or “behaviorally challenged” students was an important responsibility for the position, or experience working with at risk youth.
- Knowledge of function-based intervention planning for developing behavior change strategies that focuses on reducing problem behavior and increasing more appropriate behavior.
- Knowledge of techniques needed to successfully complete effective Behavior Assessments, Interventions, and Behavior Intervention Plans.
- Knowledge in the use of assessment and assessment data to inform behavior interventions.
- Knowledge in the use of technology
- Demonstrate ability to plan and evaluate strategies for improving behavior

- Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality
- Demonstrates exceptional skill in the roles of collaborator, action researcher, reflective practitioner, and learner advocate

Work Environment - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by individuals currently holding this position and additional duties may be assigned.