



CANNON VALLEY Special Education Cooperative

Lead Behavior Interventionist POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title:
Behavior Interventionist, Lead

Immediate Supervisor's Position Title:
Executive Director and Program Coordinator(s)

Job Summary: The Lead Behavior Interventionist plays a vital role in providing a safe, consistent environment that is conducive to learning. The Lead Behavior Interventionist helps lead, model, and encourage respect, communication, and competency through the use of interventions, the development and implementation of positive behavior interventions, the reinforcement of positive behaviors, and the use of de-escalation techniques. Professionalism, empathy, and a nonjudgmental approach are essential when working with students receiving Special Education services to ensure their safety and growth, and in order to help them understand and exhibit appropriate behaviors in the school and community. The Lead Behavior Interventionist serves students in a team environment daily, where collaboration, communication, and adaptability are key to the success of the individual, the team, and the success of the students. This role is performed following Cooperative policy as well as state and federal laws.

The Lead Behavior Interventionist provides consultation, coaching, one-to-one and group presentations, classroom support, behavioral strategies for regular and special education staff, and others providing services to students. The Lead Behavior Interventionist will work collaboratively with the mental health staff members to provide empathetic, preventative support. The Lead Behavior Interventionist will develop appropriate personalized relationships with all students and leverage those relationships to fully engage students in their learning environment by reinforcing the demonstration of replacement behaviors in a variety of environments.

The Lead Behavior Interventionist will: act as a member of IEP and PLC teams; proactively teach interpersonal life skills in a social context; coach and train teachers in the use of multi-tiered interventions for students; use data to inform decision making; use data to evaluate the effectiveness of interventions; and assist with student behavior in and out of the classroom

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Social, emotional, behavioral, and mental health issues significantly impact our schools and students. These issues have become increasingly complex in recent years. The Lead Behavior Interventionist is an asset to students, families, teachers, and the administrative team.
Percent of Time:	50	

Tasks involved in fulfilling above duty/responsibility:

- Collaborate with peers to develop meaningful professional development in best practices for social, and emotional learning based on the needs of students.
- Collaborate with peers to develop meaningful professional development and mentorship for new teachers and staff to the Cooperative.
- Identify, support, and develop a plan for that support e.g. reinforcing replacement behaviors in shared areas,

classroom spaces, and other areas where students are present.

- Initiate communication with the team when data indicates positive supports are not effective.
- Initiate communication with the team to make revisions to the Positive Behavior Support Plan.
- Analyze behavior from a functional perspective and develop positive interventions.
- Act as the point-person for behavior crisis-related responses when appropriate.
- Respond to significant disruptions.
- Be available to students who are in crisis and provide them with the necessary support.
- De-escalate significant/disruptive social, emotional, and behavioral responses in students and then reinsert the student into their classroom as appropriate.
- Collaborate with administrators and other staff to develop alternatives to in-school and out-of-school suspension.
- Check-in with students to measure their achievement, recognize their achievement, and express encouragement and empathy.
- Always keep the needs and rights of students first and foremost in the educational setting.
- Use flexible thinking and adaptability to address student needs and respond calmly during crisis situations.

Duty/Responsibility No:	2	Statement of duty/responsibility: Understand and actively promote program-wide expectations.
Percent of Time:	15	

Tasks involved in fulfilling above duty/responsibility:

- Understand program-wide student expectations and actively support all student development programming.
- Consistently and enthusiastically promote the expectation of high achievement for all students and reinforce program-wide rules and expectations.
- Facilitate recognition of students who are successful in meeting social, emotional, and behavioral goals.
- Collaborate with staff to promote a positive learning climate for students that reinforces replacement behaviors.
- Collaborates with teachers, mental health providers, and related services to teach at-risk regular education self-regulation.
- Lead and reinforce the implementation of Life Space Crisis Intervention practices and the Performance Tracking System.

Duty/Responsibility No:	3	Statement of duty/responsibility: Coaching teachers and support staff.
Percent of Time:	15	

Tasks involved in fulfilling above duty/responsibility:

- Lead training of staff related to best practices in behavioral management strategies and interventions.
- Coach staff during implementation of new behavioral management and intervention techniques.
- Model and provide ongoing coaching of new behavioral management and/or intervention techniques, when appropriate.
- Provide coaching on positive behavior support plans and informal behavioral assessments.
- Provide coaching and support on critical incidents and the use of restrictive procedures.
- Coach staff to utilize data to inform programming decisions and planning for student successes directly related to behavior.
- Train staff and monitor data, data collection, and implementation of positive behavior support plans.

Duty/Responsibility No:	4	Statement of duty/responsibility: Active team membership
Percent of Time:	5	

Tasks involved in fulfilling above duty/responsibility:

- Participate in IEP and PLC meetings.
- Collect and chart behavioral data for PLC teams that allow for the development, progress monitoring, and evaluation of scientifically-based social, emotional, and behavioral interventions.
- Provide the IEP and PLC teams with other qualitative data such as anecdotal student progress notes.
- Collaborate with service providers, member districts, and service providers/agencies.
- Provide oversight and supervision for MA data collection and billing.

Duty/Responsibility No:	5	Statement of duty/responsibility: Other duties as assigned
Percent of Time:	5	

Tasks involved in fulfilling above duty/responsibility:

- Perform other relevant duties as assigned by the Executive Director.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION - Type of degree: (B.S., M.A., etc.):
	Less than high school diploma	Bachelor's or Master's Degree
	High school diploma or GED	Major field of study or degree emphasis: Special Education Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> ● Current knowledge of Special Education laws, rules and regulations, and Cooperative policies and procedures. The ability to apply these to help ensure Cooperative compliance. ● Knowledge of Positive Behavior Support Plans and informal behavior assessments. ● Knowledge of child development theories and developmental stages and needs. ● Knowledge of trauma-informed strategies, including Life Space Crisis Intervention. ● Knowledge of instructional strategies, techniques, and interventions related to job assignments. ● Knowledge of Restorative Practices and best practices while
	1 year of college	
	2 years of college	
	3 years of college	

X	4 years of college	<ul style="list-style-type: none"> ● implementing Restorative Practices. ● Understanding of basic office equipment and software used by the Cooperative in maintaining records and files (i.e. word processing software, student records database). ● Knowledge of instructional technologies and software, equipment and tools and devices used in presenting instruction, documenting assessments, student progress, or other classroom administrative requirements of the Cooperative. ● The skills and ability to communicate, both orally and in writing. ● Knowledge of Safety-Care Crisis Prevention Management. ● Ability to coach staff members and provide oversight for Educational Assistants or Behavior Interventionists.
	1st year graduate level	
	2nd year graduate level	
	Doctorate level	

Required Work Experience in Addition to Formal Education/Training:

- Three or more years successfully teaching Special Education or providing related Special Education services including behavioral services.

Required Supervisory Experience: N/A

LICENSE/ CERTIFICATION	<p>Identify licenses/certification required upon hiring:</p> <ul style="list-style-type: none"> ● K-12 Special Education teaching license
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	<p>Skilled in:</p> <ul style="list-style-type: none"> ● Empathy and patience. ● Understanding, recognizing, and addressing behavioral antecedents. ● Ability to work with at-risk students in a manner that teaches self-regulation in a crisis. ● Data collection and analysis. ● Coaching, supporting, and providing feedback to staff. ● Skilled in leading group training, processes, and discussion using a variety of instructional aids and technologies. ● Ability to demonstrate the highest level of professionalism with children, staff, parents, administrators, and other educational professionals. ● Ability to deal effectively and appropriately with parents, students, staff, and other educational professionals over behavioral needs, concerns, or problems of the student and Cooperative. Interactions require persuasion, instruction, and working with others to gain cooperation and understanding of behavioral issues and needs. ● Ability to advise and make recommendations to administrators or stakeholders concerning emerging needs within the program. ● Ability to maintain excellent oral, written, and interpersonal skills with staff, students, and parents that are maintained during high-stress and crisis situations. ● Demonstrated punctuality, reliability, and timely follow-up on assigned tasks or other issues of concern to staff or administration. ● Demonstrated good judgment and problem solving with tact, diplomacy, responsiveness, and appropriate actions.

INDIRECT SUPERVISION:

Number of Employees indirectly supervised: Behavior Intervention Assistants	Total: 2 - 5
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Tasks involved in fulfilling above duty/responsibility:

HAZARDOUS WORKING CONDITIONS:

The essential duties of the work are performed under various physical hazards or environmental conditions noted.

Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks associated with performing the requirements of the work. The duties of the job may involve some disagreeable human contact or interactions.

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34 - 66% Frequently	66 - 100% Continuously
Stand				X
Walk				X
Sit			X	
Use hands dexterously				X
Reach with hands and arms				X
climb or balance		X		
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell		X		
Lift & Carry-up to 10 pounds				X
Lift & Carry-up to 25 pounds		X		
Lift & Carry-up to 50 pounds		X		
Lift & Carry-up to 75 pounds		X		
Lift & Carry-up to 100 pounds	X			
Lift & Carry > 100 pounds	X			

The above statements are intended to describe the general nature and work being performed by the employee assigned to the position. They are not construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

The Cannon Valley Special Education Cooperative is an equal opportunity employer. In compliance with the Americans with Disabilities Act (ADA), the Cooperative will provide reasonable accommodations to qualify individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the Cooperative when necessary.