



BEHAVIOR INTERVENTION SPECIALIST

GENERAL RESPONSIBILITIES

Under the leadership of the Department of Teaching and Learning, the position is responsible for collaborating with teachers, parents, administrators, and school personnel to address student behavior; supporting schools with collecting and using behavioral data effectively; and assisting with developing effective behavior plans; support professional development on classroom management, behavior strategies, and interventions.

ESSENTIAL 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.)

- Provide support to teachers and school teams with building capacity to meet the needs of a variety of students in both the general education and special education environments.
- Provide professional development for school staff in the design and implementation of research based behavioral strategies.
- Consult with teachers on classroom management strategies, classroom design/set-up, and classroom practices.
- Work collaboratively with school social workers to provide training opportunities for parents bridging the home and school environments.
- Support teachers and school teams with conducting functional behavioral assessments when needed.
- Support teachers and school teams with developing, monitoring, and adjusting effective behavior intervention plans addressing a variety of student behaviors.
- Help school teams collect and use behavioral data on the school, classroom, and student levels to develop tiered systems of support addressing student behavior.
- Support Individualized Education program (IEP) and Section 504 teams in developing effective goals, strategies, accommodations, and behavior intervention plans for students with disabilities with behavioral needs.
- Support Student Response Team (SRT) process by helping school teams develop methods for collecting behavioral data and determining effective interventions to support students.
- Provide school teams with student crisis intervention support
- Perform related work as required.

KNOWLEDGE, SKILLS AND ABILITIES

Must have extensive knowledge and understanding of the concepts, principles, and methodologies of effective instruction and positive behavioral interventions, supports, and strategies to address behaviors. Must have a firm understanding of social, emotional, and behavioral issues. Must have the ability to use technology effectively for instruction, research, record keeping and other administrative tasks and communications including Internet research, MS Office, and educational software. Must have the ability to work on multiple projects and respond to requests and deadlines in an accurate and timely manner, and exercise initiative and sound judgement in resolving problems. Must be able to demonstrate strong interpersonal, oral, and written communication skills.



EDUCATION AND EXPERIENCE

Required:

Must have a master’s degree in a student support field (i.e. psychology, social work, school counseling) with coursework in behavior analysis.

Must have or be eligible for a Pupil Personnel Services license from the Virginia Department of Education, or certification from the Virginia Department of Behavioral Health & Developmental Services, or a teacher license from the Virginia Department of Education. Certification from an Accredited Association for Behavior Analysis International (ABAI) program.

Preferred:

Board Certified Behavior Analyst Certification.

Experience working with PK-12 students.

A comparable amount of training and experience maybe substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public using the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle or feel objects and controls.

Frequent sitting, walking, bending, grasping, fingering, repetitive motion, and reaching. Occasional standing and stooping. Ability to lift up to 20 pounds frequently. Requires timely and regular adherence to established work schedules.

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

SPECIAL REQUIREMENTS

Possession of a valid driver’s license.

Regular and reliable attendance is an essential function of this position.

FLSA Status: Exempt	Description: 7/18, 12/18, 6/19, 7/20
---------------------	--------------------------------------