



## **BEHAVIOR INTERVENTION TEACHER**

### **GENERAL RESPONSIBILITIES**

The Behavior Intervention Teacher plans and provides for appropriate learning experiences for identified students with challenging behaviors in a variety of educational settings. The person in this position is responsible for providing an atmosphere and environment conducive to the social and emotional development of students to ensure behaviors that substantially improve to ensure academic.

### **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 a similar, related, or logical assignment to the position.)

- Facilitate a positive behavioral change in students.
- Provide direct and indirect social emotional instructional support to students in a positive environment.
- Facilitate highly specialized positive behavior interventions that are explicit, intensive, accelerated and provides ample practice for students with challenging behaviors.
- Develop behavior intervention strategies consistent with instructional goals, teaching methods, and individual student needs to improve student behaviors.
- Teach socially acceptable behaviors, as determined from a variety of data sources such as a student's behavior needs assessment, other quantitative and qualitative data sources, and formal observations.
- Use ongoing data sources to maintain a record of student progress.
- Develop strategies that assist students in assessing their own behavior.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their social and emotional needs.
- Review behavioral referrals and discipline data reports.
- Collaborate with school psychologist, school counselor, and social worker for strategies and techniques to support the positive behavior development of the student.
- Develop behavior intervention plans to support students as they transitioned to a comprehensive school setting.
- Develop plans for effective communication, monitoring, and follow-up of students once students transition back to their home school.
- Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.
- Perform related work as required.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

The successful candidate will demonstrate an extensive knowledge and understanding of the concepts, principles, and methodologies for effective instruction and positive behavioral support that are beneficial for implementation with students with challenging and inappropriate students' behaviors. The behavior intervention teacher will demonstrate the ability to provide positive behavioral support to students in a group and in an individual setting. Demonstrated strong interpersonal skills with individuals, teams, and groups, teachers, administrators, and support staff. Overall, the behavior educator possesses excellent human relations skills and a working knowledge of the English language in written and verbal form.



**EDUCATION AND EXPERIENCE**

**Required:**

Bachelor’s degree in applicable field of education from an accredited college or university.  
Minimum of three (3) years’ experience as a teacher in which the teaching of “at-risk” and/or “behaviorally challenged” students was an important responsibility for the position.  
Must have or be eligible for a teacher license from the Virginia Department of Education.

**Preferred:**

A comparable amount of training and experience may be 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, stooping, crouching, and driving. 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: Rev. 8/17, 7/20
---------------------	------------------------------