

## **Behavioral Interventionist (SY24 Proposal)**

Reports to – Director of Special Education

Assist the School Principal to address and reduce the number of unwanted student behaviors in the school.

### **PERFORMANCE RESPONSIBILITIES**

1. Designs, prepares, and delivers professional training for school-based teams and whole school implementation.
2. Provides support for the implementation of the Gallatin County Schools Behavior Support System.
3. Provides individual/small group behavior support services as needed.
4. Develops, establishes, and administers training to schools regarding positive behavior interventions.
5. Writes and implements crisis and behavior plans as needed, plans will be modeled and shared with school staff, outside agencies, and parents.
6. Assumes responsibility for monitoring and supporting the most extreme behaviors; creates plans for students transitioning to and from the school environment.
7. Consults with certified and classified staff regarding the program's implementation and evaluates to ensure effectiveness.
8. Assists school staff in determining antecedents (triggers) and consequences associated with the targeted behavior (s).
9. Assists school staff in conducting and implementing Behavior Intervention Plans/Behavior Contracts.
10. Performs other duties as assigned by the Director of Special Education.

### **PHYSICAL DEMANDS**

The work is performed while standing or walking. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

### **MINIMUM QUALIFICATIONS**

1. A bachelor's degree or higher in education, counseling, social work, psychology, sociology or a related field, or hold a Collegiate Professional Certificate or Postgraduate Professional Certificate or a recognized certification in behavioral analysis and strategies.
2. Minimum of five (5) years' experience in teaching special needs students or administrative experience or working with students in behavioral, alternative or at-risk setting
3. Demonstrate instructional knowledge of crisis intervention strategies, ability to apply a gradually progressive system of verbal and non-verbal strategies to effectively deescalate potentially dangerous situations and demonstrate knowledge of applied behavioral analysis, behavioral principles and strategies
4. Knowledge of special education laws, regulations, and requirements related to their implementation.
5. Demonstrated skills in educational program design and implementation.
6. Such alternatives to the above qualifications as the Director of Special Education, School Principal, and Superintendent may find appropriate and acceptable.

Approved by: \_\_\_\_\_  
Board Chairperson

Date:  
Revised:

Reviewed and agreed by: \_\_\_\_\_  
Employee

Date: \_\_\_\_\_