



**Position:** Itinerate Special Education

**Assignment:** SE Behavior Interventionist

**Reports to:** Special Education Director

**Dept./School:** Special Education

**Wage /Hour Status:** Exempt

**Pay Grade:** TC100/187 days

**Date Revised:** Spring 2024

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**Primary Purpose:**

Collaborate with classroom teachers and other professional staff by providing modeling, training, ongoing feedback, and support of behavioral and instructional interventions for student success.

**Qualifications:**

**Minimum Education/Certification:**

- Master's degree preferred.
- Board Certification in Behavior Analysis preferred.

**Special Knowledge/Skills/Experience:**

- Three-year minimum classroom experience or equivalent
- Knowledge of special needs of students in multiple areas
- Knowledge of Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), Admission, Review and Dismissal (ARD) Committee meetings, Individualized Education Program (IEP) goal setting process and implementation
- Knowledge of evidence-based prevention and intervention strategies, including behavior management; and curriculum instruction.
- Implementation of instructional and behavioral plans for children with a variety of needs

**Major Responsibilities and Duties:**

- Collaborate with psychologists, administrators, related service staff, classroom teachers and/or parents when a student is having difficulty in current placement to improve effectiveness of intervention strategies.
- Provide behavioral and instructional interventions support for special education students by collaborating with special education and general education teachers.
- Provide evidence-based assessment and interventions to support the behavioral and social/emotional needs of general education students in MTSS tiered supports to ensure their success in the general education classroom.
- Conduct a functional behavioral assessment and draft behavior intervention plans using evidence-based interventions based on function.
- Provide direct support for teachers in the implementation of behavior intervention plans and IEP goals by modeling and coaching of evidence-based interventions for instruction.
- Provide training and support to campus staff on the use of data collection and analysis of data to evaluate student progress.
- Participate in ARD meetings when necessary.
- Maintain an active presence on campuses where cases are assigned and establish professional and supportive relationships with teaching staff and campus administrators.

- Conduct professional development to teachers and paraprofessionals on evidenced based practices for special education students for all grade levels and instructional arrangements throughout the school year.
- Train appropriate staff members and/or parents in effective interventions for student success.
- Facilitate good communication between parents and schools through collaborative meetings.
- Assist new teachers in room arrangement, daily schedules, classroom management, etc., when appropriate.
- Attend professional development to obtain knowledge and stay current in multiple specialty areas.
- Assist in providing needed resources (distribute curriculum, order materials, etc.) to campus for the benefit of special education students.
- Assist classroom teachers in the implementation of learner-centered instruction and alignment with student goals and objectives.
- Assist classroom teachers in developing IEP goals and objectives based on student assessment.
- Perform other duties as may be assigned by the Executive Director of Special Education or designee.

**Mental Demands/Physical Demands/Environmental Factors:**

- Standard office equipment including computer and peripherals.
- Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting.
- Frequent walking, grasping/squeezing, wrist flexion/extension.
- Regular light lifting and carrying (less than 15 pounds), possible controlling behavior through physical restraint; assisting non-ambulatory students.
- Exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel.
- Work with frequent interruptions; maintain emotional control under pressure; work prolonged or irregular hours.

**OTHER:** All employees are to follow district safety protocols and emergency procedures.

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

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Signature

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Date

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Print Name