



JOB DESCRIPTION

Job Title	Behavioral Interventionist
Department	Teaching and Learning
Reports To	Building Principal
Classification	Certified
Location	
Salary	On Schedule
Length of Contract	On Contract

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

Job Summary

The Behavioral Interventionist is responsible for supporting students with behavior challenges. The Interventionist provides individual or small group instruction to students who are struggling academically and/or behaviorally. This position is also responsible for monitoring, reporting, and communicating student progress and performance.

Essential Job Functions

- Provides high quality instruction to individual students and small groups
- Administers one-to-one intensive behavior intervention to students
- Provides assistance with de-escalating student behaviors and reintegrating students back into the classroom
- Uses data to provide instruction to students and to bring their skills to an appropriate level for school and community success.
- Collaborates with teachers, administration, instructional coaches, and families to help identify best practices for individual and small groups of students
- Uses identified research-based interventions focuses specifically on individual student needs
- Maintains data-based documentation of continuous monitoring of student performance and progress
- Provides data to school teams and participates in decisions about student progress
- Communicates with teachers, administration, and families regarding student progress
- Assists with identifying students for placement in intervention groups
- Participates in meetings with teachers, administration, and families to discuss student placement and progress
- Provides diagnostic assessments for students as needed
- Provides input for program development

- Serves on the Positive Behavioral Interventions and Supports (PBIS) team and attends meetings as appropriate
- Supports implementation of assessment tools and data management systems

Ancillary Job Functions

- Attends the appropriate trainings to improve knowledge and skills
- Provides staff development opportunities
- Performs other related duties as assigned

Required Qualifications – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of Wisconsin teaching license
- Certification for applicable grade levels
- Three years of successful classroom teaching experience at the elementary level
- Trained in Non-Violent Crisis Intervention (NVC)
- Demonstrates an understanding and use of equitable and culturally responsive practices

Preferred Qualifications – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Possession of Wisconsin School Counselor License

Knowledge, Skills, and Abilities – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent interpersonal and communication skills
- Knowledge of various classroom management strategies including Positive Behavior Intervention System (PBIS)
- Knowledge of and ability to implement de-escalation techniques
- Knowledge of and the ability to implement behavior management techniques
- Strong organizational skills
- Ability to multitask needs between multiple schools
- Knowledge of collaboration practices, team teaching practices, and special education
- Ability to collect data and make course placement recommendation for students
- Ability to build and maintain effective relationships with school administrators, staff, students, and families
- Ability to travel to multiple District buildings in compliance with District driving policy
- Demonstrates an understanding and use of equitable and culturally responsive practices

Work Environment – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels

Physical Requirements – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Frequently required to talk and hear
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment