

**Richland Parish School Board
Job Description**

TITLE: Behavior Interventionist

MINIMUM QUALIFICATIONS: United States citizen or authorized alien with the physical and mental stamina and ability to perform performance and professional responsibilities.

QUALIFICATIONS: Hold a Standard Certificate and possess a minimum of a bachelor's degree from a psychology training program in a regionally accredited institution. A master's degree is preferred.

REPORTS TO: Supervisor of Special Education

JOB GOAL: To enable students to derive the fullest possible educational experience from school by providing a disciplinary support system for identified students with disabilities.

TERMS OF EMPLOYMENT: 9 Month

EVALUATION: Performance Evaluation annually

COMPENSATION: Adopted RPSB Certified Salary Schedule

PHYSICAL DEMANDS: May include walking and standing to a significant degree, kneeling, stooping, squatting, crawling, bending, balancing, crouching, reaching, grasping, head and neck movement, and movement across midline. The paraprofessional must possess motor coordination, manual dexterity, finger dexterity, alertness, precision, speaking ability, auditory discrimination, and tactile discrimination. Paraprofessional must have accurate hearing and visual acuity including close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

PERFORMANCE RESPONSIBILITIES:

1. Analyze assessment and discipline data to evaluate implementation and effectiveness of job related activities.
2. Promote appropriate disciplinary and social standards among students by providing staff development and behavior intervention services to students, teachers, and school administrators.
3. Help maintain a positive school environment where good student discipline is the norm.
4. Encourage students to maintain self-control and self-discipline; teach students conflict resolution.
5. Meet with students referred by teachers, in an effort to avoid a formal written office referral.
6. Work with teachers to identify specific problem behaviors in children with special needs.
7. To facilitate communication between school and home concerning behavioral issues, seeking to involve more parents in the educational process of their children.
8. Meet with the parents of the students who are or may be a discipline problem or who show a pattern of absenteeism and/or tardiness.
9. To develop & provide functional behavioral assessments within timelines.
10. To develop & provide appropriate behavior modification plans within timelines.
11. To provide technical assistance to teachers regarding disciplinary documentation, intervention and other disciplinary issues for children with special needs.

12. Set up and facilitate meetings between parents and teachers of students showing signs of negative behavior as reported by teachers in an effort to prevent alternative school placement.
13. Work with the Special Education Supervisor, Child Welfare Attendance Coordinator/Hearing Officer, and Pupil Appraisal to develop a written plan of action for students that are showing negative behavior according to teachers.
14. Assist school personnel and parents in designing, planning, implementing, maintaining documentation, and monitoring the effectiveness of behavior plans.
15. Keep a log of behavior interventions implemented with students. Submit a copy of these interventions to the appropriate principal. Weekly, monitor the progress of these intervention plans and confer with school officials to determine any needed modifications.
16. Assist teachers with classroom management. Monitor, assist, and intervene as necessary with students displaying negative behaviors.
17. Attend expulsion hearings as requested by district personnel. Present behavior interventions implemented as preventative measures before suspension or expulsion is recommended.
18. To provide on-going support for students who are suspended or expelled.
19. To provide social skills training for children with special needs in regular and alternative settings
20. Assist the assistant principal and/or coordinator with discipline related problems in an effort to prevent student assignment to alternative school.
21. To function as a member of a multi-disciplinary pupil appraisal team when behavioral issues are a concern.
22. Assist in conducting in-depth monitoring reviews of the special education program.
23. To function as a member of the IEP team when behavior is a concern.
24. Assist with transition and monitoring of students upon return from alternative settings.
25. Keep abreast of programs/facilities that may be alternative to the regular school setting and make such recommendations to parents and students involved.
26. To provide or assist in the provision of in-service training of school personnel on such topics as functional behavior assessments, behavior intervention techniques, and/or other issues relative to behavior management.
27. Serve as a liaison between the school and parents/community.
28. To serve as liaison between the school and community agencies through reciprocal referral arrangements, collaboration on cases, and assistance to families in obtaining and utilizing local resources.
29. To maintain accurate tracking of disciplinary action for children with special needs.
30. To conduct bullying investigations when requested by the principal, Superintendent or Supervisor.
31. To conduct threat assessments in conjunction with school personnel as needed.
32. Coordinate the CPI training program and provide CPI's *Nonviolent Crisis Intervention* training to district faculty and staff through four scheduled training sessions.
 - a. Work with school administrators and the Special Education Coordinator to identify staff who require certification.
 - b. Register participants for online and in-person training in the CPI training platform.
 - c. Administer pre- and post-assessments required for employee certification.
 - d. Provide course participants with in-person training that meets or exceeds certification requirements established by CPI.
 - e. Produce and distribute certification certificates to participants.

- f. Provide the Special Education Office with updated certification information after each training.
 - g. Establish and communicate course expectations and information with participants in advance of training dates.
 - h. Provide two (2) CPI training sessions per school year. One of the training sessions should occur within three weeks of the start of school. The remaining sessions should be scheduled throughout the school year and in collaboration with the Special Education Coordinator.
 - i. Promptly submit required documentation in an accurate and timely manner.
 - j. Evaluate training effectiveness and modify training as needed.
 - k. Work with the Special Education office to procure materials and supplies that are required for training.
 - l. Review procedures annually and update as appropriate to improve the CPI program.
 - m. Maintain trainer credentials by attending a certification program every 2 years.
33. Assist Special Education Coordinator in supporting, implementing, and ensuring application of district initiatives.
 34. Coordinate and monitor implementation of existing and newly implemented Federal, State, and Local regulations. Provide in-service training on these regulations to regular and special education personnel as necessary.
 35. Assist school personnel and parents in designing, planning, implementing, maintaining documentation, and monitoring the effectiveness of behavior plans.
 36. Promote appropriate disciplinary and social standards among students by providing staff development and behavior intervention services to students, teachers, and school administrators.
 37. Maintain necessary records and data for reports.
 38. Serve on special committees (e.g., 504, Student Well-Being, SBLC, Pupil Progression/IAIP, Crisis, Dyslexia) as required by School Principal or district administration and perform related work as required. Attend 1 of 3 SEAC meetings per year.
 39. Perform all other duties as assigned by appropriate authority.

PROFESSIONAL RESPONSIBILITIES:

1. Maintain professional personal appearance and demonstrate respect for colleagues.
2. Attend work regularly; report to work on time; and provide advance notice of need for absence.
3. Complete work efficiently and accurately (with few/no errors) within deadlines without supervision.
4. Perform job responsibilities consistently, use time wisely, plan properly, take care of materials and equipment.
5. Maintain confidentiality and demonstrate trustworthiness; exercise good judgment.
6. Support, implement, assist with, and/or ensure application of district initiatives and other programs or directives of the Superintendent and Board.
7. Keep direct supervisor informed of the progress being made in area(s) of responsibility.
8. Report to the Richland Parish School Board as needed or directed.
9. Keep abreast professionally by attending local, regional, state, or national meetings and/or staff development that address area(s) of responsibility as directed by supervisor.
10. Complete and submit all forms, reports, documentation, and training(s) by required dates and in accordance with district policies and procedures.
11. Remain open to suggestions and innovative ideas; receive and apply feedback.

12. Demonstrate competence in areas of responsibility.
13. Exert every effort to constructively involve stakeholders in all professional settings.
14. Communicate appropriately and work effectively with all populations.
15. Exhibit desirable qualities such as commitment to job responsibilities, enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice control, effective nonverbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
16. Follow the specific requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.
17. Perform any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed.

While the operation of the Richland Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

I certify that I have reviewed and understand each requirement and that I am capable of meeting each and every requirement.

Employee Printed Name: _____

Employee Signature: _____

Date Signed: _____