

# SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

## Position/Job Description

### BEHAVIORAL INTERVENTIONIST

#### QUALIFICATIONS

- Bachelor's Degree required. Emphasis in Psychology, Social Work, or Special Education preferred.
- Previous experience working with at-risk students preferred.

#### KNOWLEDGE, SKILLS, ABILITIES

- Knowledge of appropriate behavioral intervention strategies and positive behavior supports.
- Knowledge of the laws, rules, and regulations of acceptable behavioral intervention.
- Knowledge of technology support applications as related to data analysis functions (e.g., word processing, spreadsheets, graphing of data, email, scoring software programs, on-line integrated data system, etc.)
- Skill in assessing environmental variables that influences behavior and reacting accordingly.
- Ability to obtain and maintain certification in SCPS-approved crisis management and physical intervention training.
- Ability to develop and maintain collaborative relationships with school personnel, students, and parents.
- Ability to communicate effectively and make recommendations to various agencies, groups, and individuals.
- Ability to perform general clerical duties including maintaining accurate records and preparing clear and concise reports.
- Ability to communicate effectively in both oral and written forms with students and adults from different cultural and socioeconomic backgrounds.

#### SUPERVISION

**REPORTS TO** School Principal  
**SUPERVISES** No supervisory duties

#### POSITION GOAL

*To promote positive behavior and provide social-emotional interventions so that students can fully participate in school and attain academic and social success.*

#### PERFORMANCE RESPONSIBILITIES

1. \* Provide assessment of students' behavior through interviews, observations, consultations, communication with previous school, and Functional Behavioral Assessments.
2. \* Work as a team member with teachers, counselors, school social workers, school psychologists, and other appropriate personnel to develop appropriate and positive behavior modifications in Positive Behavioral Support Plans/MTSS Plans.
3. \* Evaluate student/school needs and provide interventions to redirect behavior.
4. \* Implement behavioral programs designed to make positive and appropriate changes.
5. \* Assess crisis situations and defuse situations using conflict resolution and crisis management techniques.
6. \* Reinforce appropriate behaviors and redirects negative behaviors.
7. \* Utilize skills in problem solving and assessment for intervention to support teachers in meeting the social/emotional and instructional needs of all students.
8. \* Provide regular data reports of school-wide and individual student misconduct in order to implement individual, group, or system-level interventions that are scientifically proven to promote positive academic, social/emotional, behavioral, and independent functioning outcomes.
9. \* Assist students in gaining and utilizing skills necessary to participate in school, including academic support, behavior control, social skills, communication skills, successful interpersonal behavior, and coping skills.
10. \* Provide student interventions in social skills training to improve communication skills and facilitate appropriate interpersonal behavior.
11. \* Coordinate the development and monitor implementation of Positive Behavior Support Plans/MTSS Plans.
12. \* Provide training to teachers and paraprofessionals on appropriate assessment, development, and implementation of positive behavioral intervention.

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- 13. \* In coordination with the family liaison, conduct family workshops on how to support appropriate interpersonal behavior out of school.
- 14. \* Oversee an in-school or alternative to suspension program for students needing assistance outside the classroom setting.
- 15. Perform other duties as assigned by the Principal.

\*Denotes essential job function/ADA

## EQUIPMENT / MATERIALS

Standard Office Equipment

## PHYSICAL REQUIREMENTS

**Medium Work** Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

## PHYSICAL ACTIVITIES

<b>Sitting</b>	Resting with the body supported by the buttocks or thighs.
<b>Standing</b>	Assuming an upright position on the feet particularly for sustained periods of time.
<b>Walking</b>	Moving about on foot to accomplish tasks, particularly for long distances.
<b>Balancing</b>	Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or moving surfaces.
<b>Bending</b>	Lowering the body forward from the waist.
<b>Stooping</b>	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
<b>Kneeling</b>	Bending legs at knee to come to a rest on knee or knees.
<b>Crouching</b>	Bending the body downward and forward by bending leg and spine.
<b>Twisting</b>	Moving body from the waist using a turning motion.
<b>Reaching</b>	Extending hand(s) and arm(s) in any direction.
<b>Pushing</b>	Using upper extremities to press against something with steady force order to thrust forward, downward or outward exerting up to 20 pounds of force.
<b>Pulling</b>	Using upper extremities to drag, haul or tug objects in a sustained motion exerting up to 20 pounds of force.
<b>Lifting</b>	Raising objects from a lower to a higher position or moving objects horizontally from position to position through the use of the upper extremities and back muscles exerting up to 20 pounds of force.
<b>Finger Dexterity</b>	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
<b>Grasping</b>	Applying pressure to an object with the fingers and palm.
<b>Feeling</b>	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with the skin, particularly that of fingertips.
<b>Repetitive Motions</b>	Substantial and continuous movements of the wrists, hands, and/or fingers.
<b>Talking</b>	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
<b>Hearing Acuity</b>	The ability to perceive speech and other environmental sounds at normal loudness levels.
<b>Visual Acuity</b>	The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

## WORKING CONDITIONS

**Indoors & Outdoors** The worker is subject to both environmental conditions. Activities occur inside and outside.

## TERMS OF EMPLOYMENT

<b>PAY GRADE</b> <b>T7 \$37,950 - \$73,750</b> District Salary Schedule  Months 10 Annual Days 196 Weekly Hours 35 Annual Hours 1372	<b>POSITION CODES</b> PeopleSoft Position TBD Personnel Category 12  EEO-5 Line 43 Function Vary Job Code 1117 Survey Code 63105	<b>FLSA</b> <input type="checkbox"/> Applicable <input checked="" type="checkbox"/> Not applicable  ADA Information Provided by Position Description Prepared by	<b>BOARD APPROVED</b> May 7, 2013  Previous Board Approval  Lisa Shuford Lisa Shuford
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