

**Title: Behavior Interventionist**

**Qualifications:**

Education required:

- Minimum of Master's Degree;
- Valid Tennessee teaching license with special education endorsement; and
- BCBA (Board Certified Behavior Analyst) preferred.

Experience required:

- Job-related experience within field of special education; and.
- Minimum of ten years of experience working in early intervention and/or working with autistic or developmentally delayed children in an educational or social services setting.

**Job Goal:**

The job goal of the Behavior Interventionist is to provide behavior intervention(s) to children with autism and other serious behavior problems using the principles of applied behavior analysis; to provide support to staff as they work with children with autism, other serious behavior problems, and developmental disabilities; and to communicating effectively with school personnel to enhance the effective delivery of educational services.

**Essential Functions:**

- Assesses present developmental levels in critical domain areas for the purpose of implementing behavior intervention plans.
- Implements the behavior intervention plan with the information collected for the purpose of providing behavior intervention based on individualized needs of the child and family.
- Collects/documents/writes data, related reports, and child records for the purpose of ongoing behavior intervention service planning and review.
- Communicates with children, family members, school staff and agency personnel for the purpose of sharing information pertaining to applied behavioral strategies and interventions.
- Assists school staff for the purpose of implementing intervention strategies to follow specified behavior management plans.
- Assists school staff for the purpose of implementing instructional strategies to instruct children.
- Assists school staff for the purpose of providing behavioral intervention activities for children in 1:1 settings carrying out the behavioral intervention plan.
- Collaborates with the agencies, families, schools and others as needed for the purpose of implementing the behavior intervention plan as a team.
- Confers/interacts with program specialists for the purpose of completing appropriate assessments, documentation, and activities related to behavior intervention plans.
- Coordinates/maintains a productive daily schedule for the purpose of completing reports, instructional activities and other duties.
- Maintains appropriate records for the purpose of preserving the progress of the behavior interventions.
- Participates in and functions as a positive team member for the purpose of enhancing/sharing knowledge and skills for delivering best practices.
- Participates in the development, implementation and evaluation of behavior management plans for children in the ABA school-based program for the purpose of delivering effective programs to children in their schools.

- Receives referrals and background information for the purpose of conducting assessments and implementing appropriate behavior intervention plans.

### **Specific Skills, Knowledge and/or Abilities Required:**

#### Skills to:

- Write effective reports regarding behavior interventions and data collected as part of the delivery of required services;
- Conduct effective training in the area of ABA;
- Collect data regarding the implementation of ABA services;
- Write effective reports regarding the data collected as part of the delivery of ABA services;
- Read notes, memos, and reports of a moderately complex nature;
- Effectively interact with children, family members, teachers, agency staff and the public;
- Structure time effectively;
- Assist with the maintenance of children's files and the retrieval of pertinent information;
- Recognize and follow procedures when disruptive, abusive, or dangerous behavior occurs;

#### Knowledge of:

- Behavior intervention strategies;
- Applied behavioral analysis;
- Developmental, emotional, and behavioral disabilities;
- Non-violent verbal and physical crisis intervention techniques;
- Proper English grammar, punctuation and sentence structure;

#### Ability to:

- Conduct training sessions for parents, professionals and agency personnel;
- Communicate both orally, and in writing with family members, school staff and agency personnel;
- Understand and address the needs of children with special needs;
- Understand and carry out oral and written instructions;
- Maintain confidentiality of children's records and communications;
- Meet schedules and deadlines;
- Read, interpret, and apply rules, regulations, and policies;
- Rapidly learn from training methods, techniques, and materials to be used in instruction and in behavioral interventions with children.

#### Responsibilities include:

- Working under limited supervision using standardized practices and/or methods;
- Providing training to staff in the following areas:
  - Advanced behavior intervention strategies;
  - Identification and management of developmental, emotional, and behavioral disabilities; and
  - Non-violent verbal and physical crisis intervention strategies.

### **PHYSICAL DEMANDS**

This job may require lifting of objects that exceed ten (10) pounds. Other physical demands that may be required are as follows:

1. Kneeling
2. Talking

3. Hearing
4. Seeing

### **TEMPERAMENT (Personal Traits)**

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

### **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to learn or adequately perform adequately a task or job duty.

1. *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. *Verbal*: Ability to understand meanings of words and the ideas associated with them.
3. *Numerical*: Ability to perform arithmetic operations quickly and accurately.
4. *Data Perception*: Ability to understand and interpret information presented in the form of graphs, charts, or tables.

### **WORK CONDITIONS**

Normal working environment. Will be expected to work directly with students, families, and school personnel to best meet students' needs. Not assigned to a specific school, will work with all schools, on an as needed basis.

Must provide own transportation since travel will be required within the county to schools, homes, and community resources. Reimbursement for mileage

### **TERMS OF EMPLOYMENT**

Anticipates this employee to work and be properly compensated as a certified employee for the regular school year and then, if needed, for summer school (month of June).

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

### **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.