

**DELANO UNION SCHOOL DISTRICT**  
**BEHAVIOR INTERVENTION TEACHER (GRADES K-1)**

**JOB SUMMARY**

Under the supervision and direction of the Principal or designee, assumes the overall responsibility for the day to day functions and for the effective organization, management, and operation of the classroom. Implements district approved curriculum for the students and facilitates the instruction of an academic intervention center. Provide social/emotional and character development instruction, behavior/conduct intervention, group counseling, and instructional support for the remediation of academics and conduct for students assigned to the program on an hourly/daily/weekly/ongoing basis due to at-risk behavior. Provides assistance to students completing various basic skills remediation tasks as assigned by the administration.

**REQUIRED QUALIFICATIONS**

1. Credential: Education Specialist Instructional Credential Level I or II (Mild/Moderate), as per current guidelines established by the California Commission on Teacher Credentialing.
2. Experience: Prior and ongoing successful experience teaching at the elementary level; successful recent experience working in a self-contained or similar classroom setting with students with significant behavioral issues; successful experience developing and delivering character development, motivational, and behavior modification curriculum in both individual and small group settings; successful experience teaching with instructional technology and computer-based educational software.
3. Personal Qualities: Better than average recommendations from other professionals who have observed the personal characteristics, scholastic attainment and classroom performance of the teacher. Demonstrated ability to engage in instruction and behavioral monitoring and intervention in a professional, respectful, and confident manner.

4. Sensitivity to and understanding of multicultural factors and their potential effects on learning.
5. Two years or more of successful teaching experience working effectively with K-1st at-risk students with behavioral/mental health issues.
6. Complete Pro-ACT training and applied behavior analysis training within the first 90 days of employment.

### **Desired**

1. College/university course work and/or experience in applied behavioral analysis.
2. College/university course work and/or experience in direct instruction methods.
3. College/university course work and/or experience in functional behavior assessment.
4. Teaching experience with special populations.
5. Willingness to obtain or maintain Board Certified Behavior Analyst ("BCBA") certification.

### **ESSENTIAL FUNCTIONS OF THIS POSITION**

1. Assess present developmental levels in critical domain areas for the purpose of developing and implementing intensive behavior intervention services.
2. Assist the Behavior Intervention Aides to implement intensive behavioral services as they work with children with a variety of behavioral issues.
3. Assist the Behavior Intervention Aides in collecting/documenting/writing data, reports and records for ongoing intensive behavioral planning and review.
4. Communicate with children, family members, school staff and agency personnel for the purposes of sharing information pertaining to the intensive behavioral intervention services.

5. Consult with parents and behavior intervention team staff in collection/documentation and writing data related to reports for the purpose of ongoing intensive intervention services planning and review.
6. Conduct Functional Behavior Assessments for the purpose of promoting successful implementation of the Behavior Intervention Plan.
7. Develops, evaluates, and modifies behavioral treatment plans and/or IEP goals for a caseload of students with severe behavior problems.
8. Participates/Functions as a positive team member for the purpose of enhancing/sharing knowledge and skills for delivering best practices.
9. Provides planned learning experiences (both long term and short term) for students assigned to the classroom in order to motivate students and best utilize the available time for instruction; utilizes core curriculum and other related District-approved curriculum programs.
10. Establishes and maintains standards for student behavior needed to achieve a functional learning environment.
11. Implements District policies and procedures relating to other instructional programs.
12. Implements District policies and procedures relating to student conduct.
13. Identifies student needs and cooperates with other staff members in assisting and helping students solve health, attitude and learning problems.
14. Establishes and maintains a positive, cooperative working relationship with students, staff, administration, parents, and others contacted in the course of school duties.
15. Performs classroom attendance and academic accounting tasks.
16. Assists District schools in achieving established District and school goals and objectives.

17. Gathers information and compiles reports as requested by the administration.
18. Maintains an inventory of all equipment and books assigned to the class.
19. Maintains a personal appearance which does not decrease teacher effectiveness or student achievement, nor constitute a health or safety hazard to self or others.
20. Develops and delivers character development, motivational, and behavior modification curriculum in both individual and small group settings.
21. Perform other duties as assigned.

Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis:

- |                           |                                |
|---------------------------|--------------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51.75               |
| 2. Occasional = 25 - 50%  | 4. Very Frequent = 76% & above |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 2 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 3 d. Ability to hear and understand speech at normal levels.
- 3 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 2 g. Ability to lift 50 lbs.

2 h. Ability to carry 50 lbs.

2 i. Ability to reach in all directions.

**OTHER RELATED FUNCTIONS OF THIS POSITION:**

1. Participates in appropriate meetings involving administration, counselors, and other school staff.
2. Gives, understands, and carries out oral and written directions; works effectively under stress and changing conditions.
3. Effectively operates the student information computer software.
4. Prioritizes and schedules work.
5. Maintains and establishes security of all materials.
6. Meets time lines and schedules.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Authorized Representative: \_\_\_\_\_ Date: \_\_\_\_\_

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of their responsibilities, duties and skills required of personnel so classified.

Board Approved: June 11, 2018