

Frenchtown School District

JOB DESCRIPTION

K-3 INSTRUCTIONAL/BEHAVIOR INTERVENTION TEACHER

REPORTS TO:

K-3 Building Principal and District Superintendent

DESCRIPTION: Highly qualified Instructional/Behavior Intervention Teacher with knowledge and skills necessary to assist students, teachers, administrators, and parents through the application of positive behavior supports. The Intervention Teacher helps coordinate behavior intervention plans that address students' inappropriate behaviors and provide a means to help the students become more academically and socially successful. Instructional/Behavior Intervention Teacher also provides classroom and school-wide behavior/intervention management strategies.

QUALIFICATIONS:

- Minimum of 3 years teaching experience preferred but not required, working with “at-risk” and/or “behaviorally and academically challenged” students
- Knowledge of function-based intervention planning for developing behavior change strategies that focus on reducing problem behavior and increasing more appropriate behavior.
- Knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function-based interventions, and behavior Intervention Plans (BIP).
- Knowledge in the use of assessment and assessment data to inform instruction and prescribe work plans for individual students.
- Knowledge in research-based instructional strategies and the ability to implement them effectively
- Ability to plan and evaluate strategies for improving behavior
- Demonstrates exceptional skill in the roles of a teacher leader: collaborator, action researcher, reflective practitioner, and learner advocate

SCOPE OF POSITION: The Elementary Instructional/Behavior Intervention Teacher provides leadership and direction at the school level, working to design, implement, coordinate, and evaluate comprehensive instructional/behavior support programs. In addition, the elementary Instructional/Behavior Intervention Teacher works directly and proactively with identified students to adopt behaviors that substantially increase academic performance. Students who have been identified as requiring supplemental behavior and instructional intervention and support will have the opportunity to work closely with the Instructional/Behavior Intervention Teacher. Under the supervision of the building Principal and District Superintendent, the Intervention Teacher will provide diversified strategies and activities specifically designed for ALL students.

Instructional/Behavior Intervention Teacher

- Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents
- Facilitate team meetings/participation with the identified student's teachers and parents for the purpose of determining student need
- Facilitate/participate team meetings that: design behavior interventions plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; school-wide positive behavioral support (PBIS)
- Work with teachers and/or entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect the development and implementation of interventions.
- Promote highly specialized positive behavior interventions in which "at-risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice
- Maintain a record of student progress
- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior and instructional skills and understandings
- Model good assessment processes that assist students in analyzing their behavior and learning
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies, and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms
- Continually supervise students to ensure a safe, non-threatening, nurturing environment
- Engage in and attend ongoing professional development to increase knowledge and skills of positive student behavior support for ALL students
- Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- Facilitate in building level MBI team and/or grade level meetings
- Consult with AltaCare and school counselors
- Participate in proactive team efforts to achieve district, building, and grade level goals
- Collaborate with the principal to develop a K-3 Elementary Progressive Disciplinary Matrix
- Conflict resolution and peer mediation sessions
- Review behavior referrals and data reports
- Consultant to administrators, teachers, and parents
- Organize/schedule time commitments to meet the demands of the job. Comply with safety policies, practices, procedures; report all unsafe activities to supervisor
- Supervise ISS students