

Elementary Behavioral Interventionist

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM  
CLARKSVILLE, TENNESSEE  
JOB DESCRIPTION**

**Job Title:** Elementary Behavioral Interventionist      **Department:** Instruction/Special Education

**Date Reviewed:** August 2014

**Reports To:** Director of Exceptional  
Children

**Grade:** Teacher Schedule, 10 month/200 day

**Purpose of Job**

To provide support to teachers and staff of CMCSS elementary schools specifically relating to the social, emotional, physical, educational and behavioral development of the students.

**Essential Duties and Responsibilities**

**The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive.**

**Other duties may be required and assigned.**

Works cooperatively with members of the multi-disciplinary team in assessing and evaluating each child so that such child is placed in the least restrictive environment.

Evaluates each child for particular strengths and weaknesses using a battery of tests adopted for the purpose and other instruments at his/her discretion.

Assists in writing Individual Educational Program goals and objectives for appropriate students, specifying weaknesses, techniques and remediation, required materials and resources, and estimated time for achievement.

Acts as lead in writing Functional Behavior Assessments and Behavior Plans for students with as needed

Coordinates the individual program for each child using a variety of teaching techniques.

Works cooperatively with classroom teachers to interpret the abilities and disabilities of the students to the entire staff.

Re-evaluates the child periodically to check progress and to make required changes in program.

Conferences with parents regarding the educational, social, and academic problems of students.

Undertakes continuing professional study in the education in teaching methods related to this field.

Keeps accurate, up-to-date records pertinent to the program

Assists in creating a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

Supports the program of study, using a variety of instructional techniques, instructional media and technology.

Serves as a model for the district's mission, vision and goals.

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Assesses the progress of students on a regular basis and provides progress reports as required.

Takes all necessary and reasonable precautions to protect students, equipment, materials, facilities, and confidentiality of records.

Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.

Makes provision for being available to students, teachers, and parents for education-related purposes outside the instructional day when required or requested to do so.

Attends and participates in staff meetings and serves on staff committees including conducting staff development regarding job related topics.

Analyzes and uses appropriate data to guide instruction and develop assessments.

Maintains a standard of performance and conduct as required by state, law, local board of education and community expectations.

Supervises pupils at school related functions to include on and off campus activities.

Maintains professional competence through in-service education activities.

Assists in budget preparation and in the selection of books, instructional supplies, materials and equipment.

### **Additional Job Functions**

Performs other duties as required.

### **Evaluation:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

### **Minimum Training and Experience Required to Perform Essential Job Functions:**

- A Bachelor's degree from an accredited college or university.
- A valid Tennessee Teacher's Certificate with the appropriate endorsement.
- Specialized training in and demonstrated knowledge of wide range of behavior management skills utilized in classrooms with special needs students.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

### **KNOWLEDGE OF JOB**

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

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### **(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

#### **PHYSICAL REQUIREMENTS:**

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

#### **DATA CONCEPTION:**

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**INTERPERSONAL COMMUNICATION:** Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

#### **LANGUAGE ABILITY:**

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

#### **INTELLIGENCE:**

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

#### **VERBAL APTITUDE:**

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

#### **NUMERICAL APTITUDE:**

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

#### **FORM/SPATIAL APTITUDE:**

Requires the ability to inspect items for proper length, width and shape visually.

#### **MOTOR COORDINATION:**

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

#### **MANUAL DEXTERITY:**

Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

#### **COLOR DISCRIMINATION:**

Requires the ability to differentiate colors and shades of color.

#### **INTERPERSONAL TEMPERAMENT:**

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

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**PHYSICAL COMMUNICATION:**

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

\_\_\_\_\_  
**Employee's Signature/Date**

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**Supervisor's Signature/Date**