

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

7/09	BEHAVIOR INTERVENTION TRAINER	2.8.20
Effective Date	Job Title	Index

PURPOSE

To improve student achievement by coordinating, performing and tracking district-wide behavior intervention training for administrative, licensed and classified instructional staff so that they develop, manage and deliver effective behavior intervention services to students.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from an assigned supervisor. Methods of performing tasks are the responsibility of the employee and are to be performed within the established policies. Work is reviewed only periodically to assure compliance to standards and measured results.

ESSENTIAL FUNCTIONS OF THE JOB - May include, but are not limited to, the following:

Planning, scheduling and performing district-wide, small group training sessions on methods of managing student behavior based on behavior management and intervention system.

Training licensed and classified instructional staff in physical restraint and non-physical behavior interventions when responding to a student with a disability or special social/behavior need.

Developing specific lesson and tutorial strategies based on knowledge of behavior intervention materials to meet district needs related to the instruction and administration of behavior intervention and physical restraint.

Conducting extensive physical training sessions on intervention strategies on a regular basis and may be called upon to conduct training on short notice.

Instructing staff in small groups and one-on-one settings; teaching strategy during instructional activity as necessary to achieve goals and objectives.

Providing consultation and/or technical assistance to staff regarding behavior intervention strategies.

Providing information to trainees about behavior intervention and physical restraint applications including identifying or recommending specific strategies such as MANDT[®]

Maintaining educational materials, data, records and reports on training activities, programs and resources.

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Reviewing, analyzing and implementing federal, state and local legislation to ensure district compliance.

Facilitating and supervising class-wide behavior interventions and restructuring.

Delivering and tracking the use of behavior support materials for students.

Assisting administration in threat assessment and training and in the development and oversight of the Support Cadre Program.

Maintaining regular and consistent attendance and punctuality.

Performing related duties consistent with job description and assignment.

MINIMUM QUALIFICATIONS

Knowledge of:

Basic knowledge of Individuals with Disabilities Education Act (IDEA) or the ability to acquire the knowledge rapidly

Principles, practices and techniques of instruction related to area of assignment

Techniques and methods of student supervision, physical restraint and classroom management, in a setting involving moderate to severe learning and physical disabilities and/or social/behavioral problems

Working knowledge of behavioral science and developmental psychology, theory and practice

Applicable policies, rules and procedures affecting area of responsibility

Working knowledge of Functional Behavior Assessment, IEP language and related special education diagnostic codes and Behavior Support Plans

English usage, spelling, grammar and punctuation

Modern office methods, practices, procedures and computer equipment

Adult education theories, techniques, and practices.

Ability to:

Maintain effective working relationships with other staff

Deliver instructional programs to staff whose students have moderate to severe learning and physical disabilities and/or social/behavioral problems

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Perform a variety of general clerical duties including managing staff training database, scheduling and notifying staff of training, scheduling substitute staff as needed, and maintaining accurate files

Work with challenging students in a variety of situations

Communicate clearly, both orally and in writing

Work effectively in a team situation

Work effectively in an environment requiring physical stamina

Attend in-service and workshop training related to area of assignment, which may require travel out-of-state, and apply training to instructional responsibilities

Manage multiple priorities

Work well with minimum supervision

Understand student behavioral issues including aggressive or assaultive behavior in a classroom setting

Maintain confidentiality in all matters relating to students

Experience and Training:

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to demonstrate the knowledge and abilities would be:

Experience:

Two to four years experience teaching/training adults.

Development of training course outlines and programs.

Two to four years of increasingly responsible work with IEP students and/or programs.

Training:

Equivalent to a Bachelor's degree with major coursework in psychology, behavioral science or special education. Educational equivalency requires two additional years of experience with behavioral students and/or programs).

Special Requirements:

Must be able to travel out-of-state to attend formal behavior intervention training.

Licenses:

Possession of, or ability to obtain, a valid Oregon driver's license.

Possession of, or ability to obtain, first aid/CPR certification.

Possession of, or ability to obtain MANDT[®] instructor certification.

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Work Environment:

Varies daily from climate controlled office and classroom to outdoors on playground or on a school bus. Exposure to moderate to high noise intensity levels when working in classroom/playground setting.

High level of contact with district personnel. Some contact with community.

Physical Requirements:

Frequent reaching, handling, fingering, talking and hearing. Mobility to work in a typical classroom and office setting. Stamina to frequently move from sitting position to standing, walking, stooping and kneeling. Vision to read printed materials and computer screen or other monitoring devices. Hearing and speech to communicate in person and on the telephone.

Strength: Must be able to lift 35 pounds on a frequent basis, and 50 pounds on occasion. May be called upon to restrain students weighing up to 150 pounds with assistance of one other person. Must be able to work effectively in an environment requiring physical stamina, including the ability to perform MANDT[®] physical restraint techniques.

Salem-Keizer School District is an equal opportunity employer.

Position: Behavior Intervention Trainer

I am willing and able to perform the duties of this job:

Signature: _____

Date: _____

Print Name : _____