

## TRUSSVILLE CITY SCHOOLS

### JOB DESCRIPTION:

POSITION TITLE: Behavior Interventionist

REQUIRED QUALIFICATIONS: Alabama State teaching certificate in area of instructional responsibility, NCLB criteria for Highly Qualified Teacher.

PREFERRED QUALIFICATIONS: Master's degree in behavior analysis or a related field with a strong emphasis in behavior analysis or certification as a Board-Certified Behavior Analyst.

REPORTS TO: Special Education Director or Designee

### DUTIES AND RESPONSIBILITIES:

- Collaborate with District staff to develop and implement functional behavior assessments (FBAs) and behavior intervention plans (BIPs) for individual students.
- Consult with teachers of special education and general education students exhibiting severe behavior challenges.
- Support and assist District staff in managing students who exhibit inappropriate behaviors, providing professional development and guidance for staff working with these students.
- Collect and analyze data to monitor student progress and prepare comprehensive reports.
- Collaborate with IEP teams, District staff, and related service providers to exchange and evaluate student information for planning and modifying individualized student programs.
- Maintain accurate, complete, and timely records as required by law, board policy, and administrative regulations.
- Adhere to the professional and ethical standards established for educators, following the printed and published Code of Ethics.
- Foster and maintain a professional, cooperative working relationship with parents, staff, and community members.
- Promote positive public relations for the school and District with the broader community.
- Engage in ongoing professional development to maintain and improve competence and stay current with best practices.
- Accept additional reasonable and equitable job-related duties as assigned by the immediate supervisor.

### KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to establish rapport and work collaboratively with staff, students, parents, and community members.
- Expertise in planning and delivering professional development related to managing students with behavioral and emotional challenges.
- Proficiency in developing and writing effective behavioral intervention and support plans.
- Strong problem-solving and conflict resolution skills.
- Comprehensive knowledge of best practices and legal requirements related to behavioral supports for students with disabilities.
- Ability to work effectively and cooperatively with peers, administrators, and other stakeholders.

Board Approved: May 19, 2025