



## **JOB DESCRIPTION**

<b>Job Title</b>	Social, Emotional, and Behavioral Interventionist
<b>Department</b>	Teaching and Learning
<b>Reports To</b>	Principal
<b>Classification</b>	Certified
<b>Location</b>	Secondary
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	School Year

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

## **Job Summary**

The Social, Emotional, and Behavioral Interventionist will be responsible for increasing students' engagement in their education to meet and exceed academic standards and social emotional competencies. Responsibilities include working with school principal and school staff to improve student achievement within the framework of the Equitable Multi-Level Systems of Supports (EMLSS). The Social, Emotional, and Behavioral Interventionist will focus on preparing students for post-secondary opportunities through individual planning, responsive services, system supports, and guidance with students and their families. The Social, Emotional, and Behavioral Interventionist will provide high quality instruction and intervention to students exhibiting behavior concerns.

## **Essential Job Functions**

- Collaborate with district and school leadership to ensure evidence-based, trauma-informed, school climate, social and emotional learning (SEL), restorative practices and behavioral intervention strategies are integrated into school professional development, Professional Learning Community/grade level team activities, assessments, walk throughs, tiered fidelity inventory (TFI), and staff meetings.
- Provide training, coordination, materials, and implementation support for the integration of SEL into academic learning in each classroom by identifying and embedding SEL curriculum, strategies, teaching, practice, reinforcement, intervention, and evaluation into existing systems.
- Provide high quality instruction to individual students and small groups of students with disruptive behaviors.
- Administer one-to-one intensive behavior intervention (Tiers II, and III) to students.
- Provide high quality academic and SEL instruction to individual students and small groups and monitor progress.
- Support one-to-one intensive academic and behavior intervention to students.
- Provide assistance with de-escalating student behaviors and reintegrate students back into the classroom.

- Use data to provide instruction to students and to bring their skills to an appropriate level for school and community success.
- Collaborate with teachers, administration, instructional coaches, and families to help identify best practices for individual and small groups of students with behavioral needs.
- Use identified research-based interventions focuses specifically on individual student needs.
- Maintain data-based documentation of continuous monitoring of student performance and progress.
- Assess student needs, analyze relevant data, and create individualized action plans to meet student needs.
- Provide data to school teams and participate in decisions about student progress.
- Provide responsive services to meet the needs of students at the universal, selected, and intensive levels.
- Provide individual planning that guides students through ongoing activities to plan, monitor, and manage educational, personal, and career development.
- Provide family outreach, including home visits, and education regarding services and supports in the school district and the community.
- Collaborate with the school's pupil services team to create a comprehensive plan for student.
- Communicate with teachers, administration, and families regarding student progress and student placement.
- Participate in out-of-school, after school and evening or weekend activities with students.
- Maintain confidentiality of student information and materials.
- Motivate students and build student self-esteem through positive relationships.
- Participate in professional learning.

#### **Ancillary Job Functions**

- Engage in and lead professional development on culturally responsive practices.
- Perform other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of Wisconsin DPI license for grade levels served by the school.
- Three years of successful PK-12 educational experience.

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Meet the District standards for language proficiency.

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent communication skills.
- Knowledge of adolescent development stages.
- Demonstrate an understanding and use of equitable and culturally responsive practices.
- Ability to recognize the individual needs of students and families.

- Knowledge of educational concepts and frameworks around equity, behavior, and mental health.
- Ability to travel to multiple District buildings in compliance with the District driving policy.
- Knowledge and understanding of cultural diversity in the school setting.
- Ability to be self-directed and results oriented.
- Good judgement and problem-solving abilities.
- Maintain a positive attitude and a supportive approach with students.
- Ability to travel to multiple buildings within the District and in the community in compliance with the District driving policy.
- Good organizational and time management skills.
- Ability to provide professional development to staff.
- Ability to use technology such as Microsoft Office suites.
- Demonstrate an understanding and use of equitable and culturally responsive practices.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels.

**Physical Requirements** – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to have repetitive wrist/hand/finger movement to work on computer and or related office equipment.
- Regularly required to talk and hear.