

Job Title: SPED Intervention Specialist

FLSA Exemption Status: Non-Exempt

Term: 180 days

Minimum Qualifications:

1. Preferred - Associate Degree, or a minimum of 48 semester hours of college credit.
2. Not less than a high school diploma or general equivalency diploma (copy of diploma or transcript must be submitted upon employment), and demonstrable proficiency in reading and writing skills.
3. Seeking appropriate licensure to teach special education; working on Bachelor Degree, specializing in special education; and
4. Meets health and physical requirements.

Job Objectives/Goals:

To be responsible for tasks directly associated with the implementation of IEP programs, interventions and behavioral/instructional support training activities and interventions using System identified intervention programs and techniques for students, families, and staff.

Responsibilities and Essential Functions:

Include, but is not necessarily limited to the following:

1. Provide specialized services using instructional interventions and behavioral interventions in accordance with student's individual educational plan (IEP) and with guidance from the SSD team programs.
2. Plan and implement academic, behavioral, social, and communication programming in SSD team programs.
3. Apply the principles of instructional strategies and behavior interventions in working with students with diverse needs and their families.
4. Assist SPED staff in providing training in instructional strategies and behavior interventions to school staff and paraeducators who support students with disabilities.
5. May facilitate staff and parents in training sessions for students with diverse needs.
6. May assist students with personal care and sanitary needs; may assist in feeding students by preparing, distributing, ordering, and administering snacks and special lunches.
7. Collect data and maintain records including, but not limited: to student academic/behavioral progress, etc.
8. Participate in mandated, ongoing training to learn and refine skills and techniques used in behavioral intervention, applied behavior analysis (ABA), and instructional strategies.
9. Model behavioral interventions/instructional strategies to other staff.
10. May monitor students during assigned period within a variety of school environments (i.e., assemblies, athletic area/fields, bus stops, cafeteria/multi- purpose room, classrooms, field trips, playgrounds, restrooms, etc.) for maintaining a safe and positive learning environment, which may include physical interventions (i.e., jogging or running after a student to prevent them from doing harm to him/herself or others).
11. Develop materials for specific and generalized programs.
12. Conform to safety standards, as prescribed.
13. Attend work on a regular and predictable basis.
14. Perform other tasks related to the position, as assigned and as needed by the Supervisor of Special Education

Skills and Abilities Required:

1. Knowledge of ABA methods, techniques, and procedures.
2. Knowledge of instructional strategies and behavioral intervention methods, techniques, and procedures.
3. Knowledge of learning activities and interventions appropriate for students with diverse needs.
4. Knowledge of basic computer software applications.
5. Ability to develop and implement training procedures and programs for students with diverse needs, District staff, and families.
6. Ability to instruct personnel in instructional methods, techniques, and procedures.
7. Ability to assist individuals in the use and interpretation of presented materials.
8. Ability to interpret written and oral instructions.
9. Ability to work effectively with students with diverse needs.
10. Ability to deal with challenging behavior and crisis situations.
11. Ability to present to individuals or large groups.
12. Ability to collect and analyze student data.
13. Ability to complete specialized records.
14. Ability to meet predetermined deadlines.
15. Ability to communicate clearly orally and in writing.
16. Ability to work with minimal supervision.
17. Ability to exercise judgment as to when to act independently or when to refer a situation to a supervisor or administrator.
18. Ability to perform several tasks and determine priorities.
19. Ability to work cooperatively with other employees, students, parents, and the public.
20. Ability to work flexible hours and shifts including evening hours.
21. Possess physical and mental stamina commensurate with the responsibilities of the position.

Specific capacities and abilities may be required of an individual to adequately learn or perform a task or job duty.

1. **Intelligence:** The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. **Verbal:** Ability to understand meanings of words and the ideas associated with them.
3. **Form Perception:** To make visual comparisons and discrimination and see slight differences in shapes and shadings of figures and widths and lengths of lines.
4. **Manual Dexterity:** Ability to move hands easily and manipulate small objects with the fingers.
5. **Color Discrimination:** The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

Physical Demands:

This job may require lifting of objects that exceed fifty (50) pounds, or the average weight of a student. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping, kneeling and/or crawling
4. Reaching
5. Talking
6. Hearing
7. Seeing

Reports To: Building Principal

Disclaimer: The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees in this job.

