

## JOB DESCRIPTION

POSITION:	Behavior Intervention Coach
<p>MINIMUM QUALIFICATIONS AND SKILLS:</p>	<ul style="list-style-type: none"> <li>• High School Diploma, Associate Degree preferred</li> <li>• Minimum of five (5) years experience working with children with behavior support needs</li> <li>• Registered Behavior Technician training strongly preferred</li> <li>• Proven leadership in implementing and managing Positive Behavioral Interventions and Support (PBIS) strategies</li> <li>• Strong interpersonal and leadership skills, with the ability to coach and mentor staff in best practices for behavior management</li> <li>• Experience in managing data-driven behavioral interventions, with the ability to assess outcomes and adjust strategies as needed</li> <li>• Pass and maintain School Employment background check</li> <li>• Adhere to the HISD Mission, Vision, Guiding Principles, and Expectations on the HISD Website, <a href="http://www.huronisd.org">www.huronisd.org</a> homepage</li> <li>• Physically and mentally capable of rigorous work (capable of sitting on the floor, standing and sitting for extended times, and lifting or pushing a minimum of 50 pounds)</li> </ul>
<p>ESSENTIAL DUTIES MAY INCLUDE BUT ARE NOT LIMITED TO:</p>	<p>Responsible for assisting School Social Workers and Board-Certified Behavior Analysts in providing coaching to all schools within Huron Intermediate School District to support students displaying significant behavior concerns.</p> <p>Provide direct support, consultation, and one-on-one coaching to student support teams including:</p> <ul style="list-style-type: none"> <li>• Model and coach others in evidence-based interventions in behavioral areas, providing guidance on managing severe behavior concerns and preventing escalation</li> <li>• Lead school teams with observation, data collection, development, implementation, and ongoing evaluation and adjustment of positive behavior support plans</li> <li>• Collaborate with principals, teachers, and other school personnel to improve the use of existing school programs and procedures, as well as plan and implement new programs and procedures related to the social-emotional and behavioral needs of students</li> <li>• Support inclusion paraprofessionals and behavior support staff with the implementation of positive behavior support plans, modeling, academic accommodations/modifications, and social skills instruction with fidelity</li> </ul> <p>Provide engaging professional learning opportunities for school personnel on:</p> <ul style="list-style-type: none"> <li>• Evidence-based strategies for behavior change</li> <li>• De-escalation and crisis response</li> <li>• Classroom management and other behavior intervention across a tiered system of support</li> </ul> <p>Work with school districts to:</p> <ul style="list-style-type: none"> <li>• Provide indirect or direct consultation services for students displaying significant behavior concerns</li> <li>• Take a leadership role in problem-solving teams, offering expertise in developing positive behavior support plans and contributing to strategic decision-making</li> <li>• Communicate with teachers, administration, families, and other service agencies if appropriate to implement positive behavior support plans</li> <li>• Support and grow school-wide PBIS program</li> <li>• Implement multi-tiered systems of support for social-emotional and behavioral health</li> </ul>

	<ul style="list-style-type: none"> <li>• Support the restorative entry process for students who need to leave the classroom due to a range of behavioral problems</li> </ul> <p>Possess deep knowledge of:</p> <ul style="list-style-type: none"> <li>• Evidence-Based and developmentally appropriate behavior support strategies</li> <li>• Positive Behavioral Interventions and Supports</li> <li>• Crisis response and use of emergency seclusion and emergency restraint</li> </ul> <p>Possess background knowledge or willingness to become trained in:</p> <ul style="list-style-type: none"> <li>• Social-emotional learning strategies within CASEL’s core competencies, including emotion regulation strategies</li> <li>• Cognitive, social-emotional, and behavioral development through childhood</li> <li>• Multi-tiered systems of Support</li> <li>• Restorative Practices</li> <li>• Trauma-Informed interventions</li> </ul> <p>Additional responsibilities and/or duties:</p> <ul style="list-style-type: none"> <li>• Collaborate with other HISD behavior support staff, local school staff, and administration</li> <li>• Participate in behavioral health assessment team meetings</li> <li>• Work with HISD Mental Health Coordinator to lead efforts on data collection and evidence of impact of HISD behavior intervention efforts with a focus on continuous improvement</li> <li>• Maintain a safe environment for students and staff, intervening when necessary to support students exhibiting violent or aggressive behavior</li> <li>• Utilize technology effectively to support learning, data tracking, and research for ongoing professional development</li> <li>• Participate in professional development opportunities and demonstrate a commitment to continuous learning</li> <li>• Exhibit emotional resilience to withstand difficult situations, handle diversity, and maintain productivity, professionalism, and competence</li> <li>• Regular and consistent in-person attendance</li> <li>• Valid driver’s license with reliable transportation</li> <li>• Other responsibilities as deemed appropriate by the supervisor</li> </ul>
WORK CONDITIONS:	<ul style="list-style-type: none"> <li>• 190-day work calendar, 7.5 hours a day</li> <li>• Frequent interaction with students who may exhibit aggressive behaviors</li> <li>• Requires traveling to a variety of schools via personal vehicle</li> </ul>
TERMS:	<ul style="list-style-type: none"> <li>• Non-Union Support</li> <li>• Benefits: Comprehensive family medical, dental, optical, life insurance, and long-term disability coverage or cash-in-lieu</li> <li>• FLSA: Non-Exempt</li> </ul>
REPORTS TO:	Mental Health Coordinator
EVALUATION:	Per the Terms of Master Agreement, if applicable