

BEHAVIOR INTERVENTION SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: The work involves the responsibility of applying behavior intervention methods and practices to maintain order and safety within a population including emotionally handicapped or at-risk students participating in a structured educational program. Incumbents may also work with failing students to promote successful participation in the program. An employee in this class is responsible for watching for signs of disturbances, violations of law or other circumstances requiring intervention and to provide the appropriate therapeutic physical intervention when necessary. An incumbent is required to exercise personal judgment when necessary to handle problem situations in conformance with commonly accepted crisis intervention policy and procedure. The work is performed under the general supervision of a higher level administrative employee. Supervision is not normally exercised over the work of others. Does related work as required.

TYPICAL WORK ACTIVITIES: The typical work activities listed below, while providing representative examples of the variety of work assignments in the title do not describe any individual position. Incumbents in this title may perform some or all of the following, as well as other related activities not described.

Manages disruptive, assaultive or out-of-control behaviors of students by providing the appropriate therapeutic intervention which, when necessary, may require physical intervention;

Removes disruptive students from classroom and non-classroom areas of the facility, and maintains an effective time-out space and program for students requiring an alternative learning site;

Assists in the classroom when crisis situations require aid and to be “on call” in the proximity of potential crisis situations;

Maintains a controlled environment for students and staff in the building or facility grounds;

Monitors all major daily behavioral incidents to resolution and reports status to clinical and administrative staff;

Completes written behavioral summaries to assist teachers and administrators in the development of appropriate learning experiences and behavior plans;

Participates with staff in developing strategies and solutions for students who are experiencing difficulty with adjustment and behavior management problems;

Monitors individual behaviors of students in cooperation with clinical and educational staff, making referrals for counseling or discipline as needed;

Provides individual and small group enrichment activities to students requiring intervention and support to improve social skills;

Coaches students in proper conflict- resolution skills and communication strategies;

May organize a behavioral program to work with students individually or in groups to help develop appropriate behaviors and reinforce a positive attitude for students within the educational program;

May develop alternative activities including behavior modification and mediation strategies for targeted students returning from suspension;

May coordinate and monitor the in-school suspension program and after school detention.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Good knowledge of principles and practices of counseling and behavioral assessment techniques; good knowledge of factors underlying youth development and growth; ability to acquire a familiarity with classroom routine; ability to establish and maintain discipline; ability to establish a rapport with students, including emotionally handicapped or at-risk students; ability to think and act quickly in the event of an emergency; ability to remain clear and decisive in emergency and stressful situations; ability to communicate effectively both orally and in writing; integrity; dependability; patience; good judgment; tact; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Either:

- A. Graduation from a regionally accredited or New York State registered college or university with a Bachelor's Degree in Education, Social Work, Sociology, Psychology or closely related field ; **OR**
- B. Graduation from a regionally accredited or New York State registered college or university with a Bachelor's Degree and one (1) year of full-time paid experience working with students in providing behavior management and/or counseling individually or in groups, addressing issues of family life, relationships, health, substance abuse and career choices.

Special Requirement: Certification in Therapeutic Crisis Intervention such as NYS DSS/Cornell University Method or other similar methodology, such as SCIP training may be required.

ULSTER COUNTY
0695 BHV INT SP
Classification: Competitive
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Adopted: March 19, 2004