Intervention Specialist

Behavior Interventionist,
Response Intervention Specialist, and
Reading Intervention Program Coordinator

Reports To: Principal

SUMMARY: Responsible for support in planning instruction and/or accommodation of the instructional programs using the Response to Intervention (RtI) model to support student learning. Support classroom teachers to implement specific strategies designed to promote, social emotional growth, and reading achievement in all identified intervention students. Evaluate and measure the effectiveness of specific RtI strategies and interventions in order to refine Tier 1, Tier 2, and Tier 3 levels of supports for behavior. Work with families in creating reading intervention plans for students who score below grade level on the IRI.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Provide the following school-wide support:

Behavior Interventionist/Response Intervention Specialist

- Facilitate the KIDS Team process with the principal, counselor, and support staff and supports the sharing of RtI best practices;
- Support teachers in documenting children’s progress;
- Help teachers develop and implement classroom-based, interventions for individual children or groups of children to enhance their acquisition of social/emotional skills;
- Develop, refine, and use instructional and behavioral support tools (Tier 2 planning forms, behavior intervention plans, reading improvement plans) effectively;
- Work with administration to gather and organize grade-level universal assessment tools and assure assessments are adequate for progress monitoring purposes and analyze standardized testing data and support teachers in any needed adjustment to instructional strategies, to maximize probability of student success.
- Work with the special education department, school psychologist and KIDS team teachers to facilitate any eligibility requirements for special education;
- Work with school counselor to support consistent instruction of character education curriculum to
develop student collaboration and problem solving skills;
- Work with school counselor to ensure that social emotional learning groups are created to support the needs of Tier II and Tier III students.
- Support SWBPIS for all students as a means for ensuring that Tier I supports and sufficient.
- Assist in creating 504 Plans in coordination with school counselor;
- Maintain accurate, complete, and correct records;
- Build effective relationships with parents, students, and teachers through regular communication;
- Complete other duties as assigned.

Reading Intervention

- Use data to help teachers identify and group children who need additional supports specifically reading intervention as determined by IRI scores and behavioral supports as measured by teacher documentation;
- Develop intervention plans for students who score 1 or 2 on IRI testing. Interventions plans must minimally include components required by the State Department of Education;
- Ensure that adequate hours are scheduled to support the additional reading instruction required for students who score low on their IRI scores;
- Complete other duties as assigned.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:

Bachelor’s degree in Education

School Counseling Background or Special Education Background is preferred

CERTIFICATES, LICENSES, REGISTRATIONS:

Valid Idaho teaching certificate in appropriate grade level and area of study required. Experience in teaching special education, reading intervention, behavioral management, school counseling, or grade level instruction is helpful.

PHYSICAL DEMANDS: The physical demands described here 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 the essential functions.

While performing the duties of this job, the employee may be regularly required perform the physical demands of teaching. The employee is occasionally required to stoop, kneel, crouch, or crawl. Qualified candidate must hold IBI certification, or be willing to acquire certification. The employee must occasionally lift and/or move up to 50 pounds.

TERMS OF EMPLOYEMENT

Employee will work the regular teaching calendar. The salary shall be commensurate with the
employee’s appropriate place on the approved salary and/or activity schedule. An additional stipend will be offered to address the extra time needed to supervise IRI intervention program (afterschool or summer school programming).

**Evaluation:**

Performance of this position will be evaluated annually by the school principal in accordance with provisions of the board’s policy on evaluation.