



# Poudre School District

## HUMAN RESOURCES DEPARTMENT

### JOB DESCRIPTION

Job Title: **Behavior Intervention Coach**  
Job Family: **Licensed**  
Prepared/Revised Date: **August 30, 2023**

FLSA Status: **Exempt**  
Pay Range: **T Salary Schedule**  
Job Code: **22004**

**SUMMARY:** Responsible for providing consultation, coaching, and direct support for general education students demonstrating challenging behaviors that have not responded to universal and targeted interventions or have indicated the need for more immediate and intensive interventions.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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.*

| DESCRIPTION OF JOB TASKS  |
|---|
| 1. Develop, plan, prepare, and implement:<br>a. Behavior Intervention Plans (BIPs) and data collection tools to monitor students' change in behavior.<br>b. Modeling, feedback, training, and strategies for staff to implement behavior plans and interventions.   |
| 2. Instruct and provide services for students in large, small, and one-on-one situations. Provide individualized support for general education students with social, emotional, and behavioral needs.   |
| 3. Maintain confidential documentation of students' behavior, progress, and program evaluation.   |
| 4. Report suspected danger of health/safety of students and staff to administrators. Facilitate coordination of proper services for general education students with social, emotional and behavioral issues.  |
| 5. Design assessment tasks that allow students to demonstrate understanding in a variety of ways and use the data to give meaningful feedback and modify instruction.   |
| 6. Monitor student growth and progress, adapt support as needed, and maintain documentation pertinent to academic, social, and emotional progress and needs of students. Support the collection and interpretation of measurable data to inform decision-making.  |
| 7. Communicate behavioral data analysis and necessary revisions to staff, parents, and students.  |
| 8. Collaborate:<br>a. On the development of Functional Behavior Assessments (FBAs) through direct and indirect measures; development and revision of Behavior Intervention Plans (BIPs) and 504 Educational Plans.<br>b. With teachers, support personnel, administrators, district teams, and colleagues to support student social, emotional, and behavioral challenges.<br>c. With colleagues in team and building-based meetings and discussions. |
| 9. Demonstrate a commitment to:<br>a. Provide a function-based, culturally responsive, trauma-informed, and equity-centered approach through infrastructure, capacity building, and best practices.<br>b. Include and engage families in the student's education.<br>c. Support all Poudre School District policies, procedures, and expectations.<br>d. Provide personal and professional excellence.  |
| 10. Participate in:<br>a. Department, team, building, and district meetings and discussions.<br>b. Student and/or family conferences and other meetings.<br>c. Social, cultural, interscholastic, and extracurricular activities.<br>d. Professional growth opportunities.  |
| 11. Attend work and arrive in a timely manner.  |
| 12. Perform other duties as assigned.   |



#### **EDUCATION AND RELATED WORK EXPERIENCE:**

- Master’s degree in Special Education, Psychology, Mental Health, Counseling, or related field required.
- Minimum of two years’ experience in a school setting, working with students with behavioral challenges and/or diagnoses (including students with identified educational disabilities).

#### **LICENSES, REGISTRATIONS, or CERTIFICATIONS:**

- Criminal background check required for hire.
- Valid Colorado Special Services license with appropriate endorsements required.
- Special Education license or Behavior Analyst Certification Board (BACB) certification preferred.
- CPR and First Aid certifications encouraged.

#### **TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:**

- Oral and written communication skills.
- Bilingual oral and written communication skills preferred.
- Background in Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Intervention and Supports (PBIS) preferred.
- Ability to mentor/coach and facilitate adult learning.
- Critical thinking, problem-solving and decision making skills.
- Knowledge of behavioral data collection, analysis, and application.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with multidisciplinary teams.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, district policies, administrative guidelines, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

#### **MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

#### **REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                        | <b>POSITION TITLE</b>                                | <b># of EMPLOYEES</b> |
|------------------------|--|-----------------------|
| <b>Direct reports:</b> | This job has no direct supervisory responsibilities. | 0                     |



**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions 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 the essential functions.*

| PHYSICAL ACTIVITIES:                 | Amount of Time |           |            |          |
|--------------------------------------|----------------|-----------|------------|----------|
|                                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand                                |                |           | X          |          |
| Walk                                 |                |           | X          |          |
| Sit                                  |                |           | X          |          |
| Use hands to finger, handle, or feel |                | X         |            |          |
| Reach with hands and arms            |                | X         |            |          |
| Climb or balance                     | X              |           |            |          |
| Stoop, kneel, crouch, or crawl       | X              |           |            |          |
| Talk                                 |                |           |            | X        |
| Hear                                 |                |           |            | X        |
| Taste                                | X              |           |            |          |
| Smell                                | X              |           |            |          |

| WEIGHT and FORCE DEMANDS: | Amount of Time |           |            |          |
|---------------------------|----------------|-----------|------------|----------|
|                           | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds           |                | X         |            |          |
| Up to 25 pounds           | X              |           |            |          |
| Up to 50 pounds           | X              |           |            |          |
| Up to 100 pounds          | X              |           |            |          |
| More than 100 pounds      | X              |           |            |          |

| MENTAL FUNCTIONS:    | Amount of Time |           |            |          |
|----------------------|----------------|-----------|------------|----------|
|                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare              |                |           | X          |          |
| Analyze              |                |           | X          |          |
| Communicate          |                |           |            | X        |
| Copy                 |                | X         |            |          |
| Coordinate           |                |           |            | X        |
| Instruct             |                |           |            | X        |
| Compute              |                | X         |            |          |
| Synthesize           |                | X         |            |          |
| Evaluate             |                |           |            | X        |
| Interpersonal Skills |                |           |            | X        |
| Compile              |                | X         |            |          |
| Negotiate            | X              |           |            |          |

| WORK ENVIRONMENT:                     | Amount of Time |           |            |          |
|---------------------------------------|----------------|-----------|------------|----------|
|                                       | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X              |           |            |          |
| Work near moving mechanical parts     | X              |           |            |          |
| Work in high, precarious places       | X              |           |            |          |
| Fumes or airborne particles           | X              |           |            |          |
| Toxic or caustic chemicals            | X              |           |            |          |
| Outdoor weather conditions            |                | X         |            |          |
| Extreme cold (non-weather)            | X              |           |            |          |
| Extreme heat (non-weather)            | X              |           |            |          |
| Risk of electrical shock              | X              |           |            |          |
| Work with explosives                  | X              |           |            |          |
| Risk of radiation                     | X              |           |            |          |
| Vibration                             | X              |           |            |          |



| <b>VISION DEMANDS:</b>                                    | <b>Required</b> |
|---|-----------------|
| No special vision requirements.                           |                 |
| Close vision (clear vision at 20 inches or less)          | X               |
| Distance vision (clear vision at 20 feet or more)         | X               |
| Color vision (ability to identify and distinguish colors) |                 |
| Peripheral vision   |                 |
| Depth perception  |                 |
| Ability to adjust focus                                   | X               |

| <b>NOISE LEVEL:</b> | <b>Exposure Level</b> |
|---------------------|-----------------------|
| Very quiet          |                       |
| Quiet               |                       |
| Moderate            | X                     |
| Loud                |                       |
| Very Loud           |                       |