

EDUCATIONAL SERVICE CENTER OF CENTRAL OHIO
JOB DESCRIPTION

Title:	BEHAVIORAL INTERVENTION COORDINATOR	File 220
Reports To:	Director of Student Services	
Job Objective:	Provides case management services to address student needs that are consistent with the service center's educational mission and mandated requirements.	
Minimum Qualifications:	· Valid Ohio license or certificate appropriate for the assignment. · Meets all mandated health requirements. · Documentation of a clear criminal record. · Training and/or experience in physical and behavioral management techniques. · Experience writing, implementing, and monitoring treatment plans. · Demonstrates the ability to access community resources appropriate to the case work needs of students. Available to respond to student assistance emergencies. · Ability to cope with stressful traffic, weather conditions, and passenger distractions. <i>Note:</i> This assignment may require a valid driver's license and access/availability of a reliable vehicle. Employees must meet all prerequisite and ongoing qualifications to be covered by the service center's insurance carrier.	
Responsibilities and Essential Functions:	The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions. · Serves as department chair for behavior intervention consultants. · Assist Director, Center for Achievement in creating and monitoring work schedules of behavior intervention consultants. · Provides emergency consultation as needed. Facilitates parent, student, and staff involvement in decision-making and intervention activities. · Monitors education laws, rules, and regulations. Develops procedural protocols necessary to comply with legislative mandates. · Upholds board policies and follows administrative guidelines and procedures. · Promotes a favorable image of the service center. Encourages community/school partnerships that enhance the service center's operational effectiveness. · Participates in intervention assistance team (IAT) meetings when requested. · Helps teachers, parents, and students understand intervention goals and how they relate to the educational program. · Advocates for children. Helps ensure that policies and procedures support non-biased assessment and program planning activities. · Complies with state model policies and procedures for the education of students identified as having a disability. · Works with staff to ensure that services are provided in the least restrictive educational environment. Participates in due process procedures as requested. · Coordinates the transition process for students entering or leaving the intervention program. · Assists and guides the development of behavior intervention plans as part of the IEP process. · Observes students in classroom settings and prepares written observation records for teachers and administrators.	

- Works with community services associated with students' programs (e.g., law enforcement, health care facilities, child welfare services, etc.).

BEHAVIORAL INTERVENTION COORDINATOR

Page 2 of 3

- Maintains high standards and upholds the student conduct code. Provides guidance, communicates high expectations, and shows an active interest in student progress.
- Collaborates with staff to implement behavior modification plans. Counsels students to acknowledge and manage responsible personal conduct.
- Provides ongoing communication and support for teachers. Shares knowledge and resources that enhance student learning.
- Maintains accurate records and submits reports on time. Documents services provided to facilitate planning activities.
- Consults with parents as needed (e.g., telephone calls, messages, meetings, etc.).
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Reports evidence of suspected child abuse and neglect as required by law.
- Takes precautions to ensure staff/student safety. Watches for behavior that may indicate a problem. Works with staff to eliminate student behaviors that may interfere with social and/or educational and/or social growth.
- Participates in staff meetings and professional growth opportunities.
- Performs other specific job-related duties as directed.

Abilities Required:

The following characteristics and physical skills are essential for the successful performance of assigned duties.

- Demonstrates professionalism and maintains a positive work attitude.
- Acts in accordance with the professional code of ethics.
- Skillfully manages individual, group, and organizational interactions.
- Effectively uses listening, observation, reading, verbal, nonverbal, and writing skills.
- Completes paperwork accurately. Verifies and correctly enters data.
- Organizes tasks and manages time effectively.
- Addresses problem situations and intervenes to resolve conflicts.
- Maintains an acceptable attendance record and is punctual.

Supervisory Responsibility:

Under the direction of the director of professional development and school improvement: plans work assignments, provides instructions, and monitors assigned staff and volunteers. Promotes teamwork and helps staff as needed to successfully accomplish delegated duties.

Working Conditions:

Exposure to the following situations may range from remote to frequent based on circumstances and factors that may not be predictable.

- Duties may require bending, crouching, kneeling, reaching, and standing.
- Duties may require lifting, carrying, and moving work-related supplies/equipment.
- Duties may require operating and/or riding in a vehicle.
- Duties may require traveling to meetings and work assignments.
- Duties may require using a computer keyboard and monitor.
- Duties may require working extended hours.
- Duties may require working under time constraints to meet deadlines.
- Potential for exposure to adverse weather conditions and temperature extremes.
- Potential for exposure to blood-borne pathogens and communicable diseases.
- Potential for interaction with aggressive, disruptive, and/or unruly individuals.

Performance Evaluation: Job performance is evaluated according to the policy provisions adopted by the Governing Board of the Educational Service Center of Franklin County.

The Educational Service Center of Central Ohio Governing Board does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, or age in its programs and activities, including employment opportunities. This job description summary does not imply that these are the only duties to be performed. This job description is subject to change in response to funding variables, emerging technologies, improved operating procedures, productivity factors, and unforeseen events.

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