

Job Title: POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT LIAISON
Reports to: Student Guidance & Learning Center Principal
Dept./School: Student Guidance & Learning Center
Wage/Hour Status: Exempt
Date Revised: June 19, 2023

Primary Purpose

The Positive Behavior Interventions and Support Liaison role would be to assist school counselors and administrators with identification, prevention, intervention and management of at-risk students. The Positive Behavior Interventions and Support Liaison will oversee the Arise program for the Secondary schools.

QUALIFICATIONS

Education /Certification

Bachelor's degree in social work or related field, preferred

Special Knowledge/skills

Knowledge and skill in casework methods

Strong consultation skills for conferencing with teachers, parents, and students

Knowledge of prevention and intervention strategies, including behavior management interventions

Excellent organizational, communication, and interpersonal skills

Ability to instruct students and manage their behavior

Ability to present information in one-on-one, small group, and large group situations to students, parents, and district staff

Experience

Three (3) years of social work experience or related field, preferred

MAJOR RESPONSIBILITIES AND DUTIES

1. Provide individual and group guidance and problem solving techniques to students returning to the campus from the SGLC (Student Guidance & Learning Center).
2. Review discipline documentation, create action plan and follow up with students to ensure effective transition from SGLC to the campus of origin.
3. Provide behavioral intervention to students who are at risk of being sent to SGLC. These would include students that have a high rate of class referrals and ISS.
4. Behavioral intervention would include positive social skills and interaction among students.
5. Provide students with positive strategies of conflict resolution.
6. Help students develop and advance personal self- control, self-motivation, and self-esteem.
7. Collaborate with parents, teachers, school/district staff to help students resolve personal, emotional and social problems that interfere with their adjustment to school and their ability to enjoy the benefits of the educational process.
8. Provide a solution focused restorative approach with at –risk students.
9. Encourage peer support and enhance social development of students developing the ability to accept responsibility for their actions, resolve conflicts and develop decision-making skills and handle crisis.

- 10. Select and implement methods of behavior support and interventions appropriate for students with significant behavior issues.
- 11. Provide in-class support for teachers and students.
- 12. Provide crisis intervention and preventive support to students and their families as needed.
- 13. Use Arise Program life skills curriculum. This curriculum helps improve communication and interpersonal skills, while also providing tools to manage anger and stress.
- 14. Use Navigate 360 - a comprehensive curriculum for student character development that empowers students with lessons that are sequenced and delivered in a modern eLearning format.

Other

- 15. Compile, maintain, and file all physical and computerized reports, records, and other required documents.
- 16. Comply with all District and campus routines and regulations.
- 17. Participate in professional learning activities to improve skills related to job assignment.
- 18. Effectively communicate with colleagues, students, and parents.

Supervisory Responsibilities

None

EQUIPMENT USED

Personal computer and peripherals; standard instructional equipment

WORKING CONDITIONS

Mental Demands/Physical Demands/Environmental Factors

Posture: Prolonged sitting; frequent standing, kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (under 15 pounds); Occasional heavy lifting (45 pounds and over); may be required to lift and transfer students to and from wheelchair or assist with positioning of students with disabilities

Environment: Work inside, regular districtwide travel to student homes

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: _____ **Date:** _____

Approved by: _____ **Date:** _____