



ADDISON NORTHWEST SCHOOL DISTRICT

Job Description

JOB TITLE: School Wide Behavior Interventionist
FLSA STATUS: Non-Exempt
UPDATE: FY 2026

POSITION OBJECTIVES: The School-Wide Behavior Interventionist is a support staff role that provides daily, hands-on assistance to students experiencing behavioral or social-emotional challenges. This position helps promote a safe, inclusive, and positive school climate by responding to student needs in real time, reinforcing behavior expectations, and supporting skill development to help students remain engaged in classroom learning. The Behavior Interventionist works collaboratively with staff to implement individualized and school-wide behavior strategies aligned with the Positive Behavioral Interventions and Supports (PBIS) framework and the school's multi-tiered system of support (MTSS).

ESSENTIAL DUTIES AND RESPONSIBILITIES: Include the following. Other duties may be assigned.

- Respond to behavioral crises and provide in-the-moment student support.
- Deliver proactive and de-escalation strategies to assist with student regulation.
- Collaborate on behavior intervention plans and crisis response.
- Support students during transitions, in classrooms, and non-academic settings.
- Collect and document behavioral data and intervention outcomes.
- Model and promote trauma-informed, restorative, and PBIS-aligned practices.
- Participate in student support meetings and relevant professional development.

SUPERVISION RECEIVED: Reports directly to the School Principal (or designee) and receives day-to-day supervision and guidance from the building administrator. Evaluated by the School Principal in accordance with district procedures. Works independently with students while maintaining close communication with school-based teams to support behavioral and social-emotional needs.

SUPERVISORY RESPONSIBILITIES: No formal supervisory duties.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Associate's degree required; bachelor's degree in education, psychology, or related field preferred. RBT or BCaBA training is required. Experience supporting students with behavioral needs strongly preferred. CPI Level 2 certification or willingness to obtain it is required. Ability to remain calm and responsive under stress. Strong collaboration and communication skills.
- **Language Skills.** Ability to read and interpret documents such as task analysis and behavioral data. Ability to write routine reports and correspondence. Ability to speak effectively. Demonstrated broad knowledge of approaches for teaching students who have autism spectrum disorders. Ability to effectively present information to and respond to questions from students, faculty, supervisors, and educational teams.
- **Mathematical Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions,

proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be required.

- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. Ability to use adaptive technology with the student.
- Reasoning Ability/Mental Requirements. Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently, and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect, and compassion in working with students. Ability to effectively resolve conflicts and handle stress.

PHYSICAL EFFORT AND STRESS: Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is regularly required to stand; walk; use hands and fingers to handle, or feel objects, tools, or controls; and talk or hear. The employee is occasionally required to run, stoop, kneel, crouch, or crawl; climb or balance and taste or smell. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. Ability to effectively handle stressful situations and resolve conflicts.

WORKING CONDITIONS: While performing the duties of this job, the employee may be exposed to viruses and infectious diseases; dirt and dust; outdoor weather conditions; and students experiencing emotional or behavioral dysregulation, which may include physical or verbal outbursts. The noise level in the work environment is usually moderate.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.