

Primary Intervention Specialist

Purpose Statement

The job of Primary Intervention Specialist is done for the purpose of providing support to the instructional program with specific responsibilities for effecting positive behavioral change in students; implementing and managing Rainbow Room program objectives; communicating with parents, staff, and community resources; maintaining confidentiality; providing referrals to families and/or students; and complying with mandated policies, regulations and/or procedures.

This job reports to Assigned Supervisor

Essential Functions

- Acts as liaison with a variety of parties for the purpose of supporting individual student development goals as outlined by program initiatives.
- Adheres to all legal responsibilities for the purpose of ensuring that all processes involved in working with students and parents are in compliance with existing rules and regulations.
- Attends workshops, training, in-service presentations, etc. on classroom management techniques and other topics for the purpose of developing skills, instructing others, establishing effective relationships with students, and following all legal requirements.
- Consults with teachers, staff and Principal for the purpose of providing necessary, ongoing communication to ensure student progress.
- Prepares curricular lessons and develops program materials for the purpose of implementing Rainbow Room curriculum and ensuring program implementation.
- Implements the Rainbow Room Program for the purpose of enhancing learning programs for students and ensuring the development of individualized and social skills development in compliance with regulatory requirements.
- Interacts with students for the purpose of improving school adjustment, developing social skills, managing emotions, fostering learning, and successfully participating in school program processes.
- Maintains assigned files for the purpose of providing historical documentation.
- Manages Rainbow Room Program processes for the purpose of ensuring optimal daily operation and implementation of program.
- Observes Rainbow Program students in a variety of environments for the purpose of providing support and development of student learning.
- Schedules students, forming groups by grade level and with similar needs, for the purpose of ensuring student social skills development.
- Works independently and/or under supervision of program coordinator for the purpose of facilitating smooth and effective program implementation at school site.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: handling hazardous materials; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: child guidance principles and practices, especially as they relate to students with learning disabilities; basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading; instructional materials and techniques used in Special Education; safe practices in classroom and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; reading and writing communication skills; record keeping techniques; and modern office practices and procedures.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: learning the methods, procedures, functions and limitation of assigned duties; supervising and disciplining students according to approved policies and procedures; modeling appropriate social skills, social interaction and appearance; applying behavior modification techniques developed for classroom use; writing observations and document student behavior; intervening positively in, and diffusing potential confrontations among students; printing and writing legibly; making arithmetic calculations quickly and accurately; understanding and following oral and written directions; communicating effectively orally and in writing with children and adults; reading, interpreting and following rules, regulations, policies and procedures; establishing and maintaining effective and empathetic working relationships with others; maintaining confidentiality; and understanding the exceptional needs of special education students.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed in a generally hazard free environment and in a clean atmosphere.

Experience: Job related experience with increasing levels of responsibility is desired.

Education (Minimum): High school diploma or equivalent. Community college and/or vocational school degree with study in job-related area preferred.

Required Testing

NCLB Compliance/Skills Proficiency Test

Certificates and Licenses

None Specified

Continuing Educ. / Training

Maintains Certificates and/or Licenses
Mandated Reporter Training

Clearances

Criminal Background Clearance
Tuberculosis Clearance

FLSA Status

Non Exempt

Approval Date

December 14, 2021

Revised Date

Salary Grade

Range E