



Intervention Specialist Job Description

Title: Intervention Specialist
FLSA Status: Full Time, Exempt
Department: Special Education
Reports to: Director of Special Education
Direct Reports: Educational Aides

General Information:

Position Summary: The Intervention Specialist will assist students with disabilities by designing and implementing an educational, social/emotional, and/or behavioral program that will enable the student to reach his/her fullest academic, physical, emotional, psychological, and behavioral potential. Additionally, the Intervention Specialist will work as part of the educational team on behalf of the student with general education teachers, administrators, and parents to ensure that the students with disabilities are educated in the least restrictive environment.

Position Qualifications:

1. Born-again believer in Jesus Christ, active personal relationship with the Lord Jesus Christ, and has a commitment to a Christ-centered lifestyle as stated in and throughout the DCS Employee Handbook.
2. Holds a valid Ohio Intervention Specialist license or a teaching certificate/license in Special Education.
3. Able to design, adapt, modify, and implement instruction to meet the individual needs of students.
4. Able to arrange and coordinate interventions, meetings, and schedules for intervention services.
5. Excellent communication and organizational skills.

Position Responsibilities:

1. Provides educational services for students enrolled in the Jon Peterson Special Needs Scholarship (JPSN) program through the direction of the Director of Special Education and the JPSN guidelines/law.
2. Provides an educational program for students as defined in the student's Individualized Education Plan (IEP) or Individualized Services Plan (ISP).
3. JPSN and IEP students may need additional pull out for instruction, in which the Intervention Specialist will be in charge of, but not limited to: coordinating schedules, gathering instructional materials and developing lessons, recording and reporting data to parents, home districts and the JPSN program office.
4. May provide educational support for students on 504 Accommodation Plans through the American with Disabilities Act or those students who need intervention through Response to Intervention and/or the Multi-tiered System of Supports (MTSS) program models.
5. Works cooperatively with general education teachers, interpreting the abilities and disabilities of the student, assisting in classroom intervention strategies, modifying general education curriculum as necessary, making accommodations for students in the general education setting, and assisting the student with the general education class assignments.



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6. Assesses students with appropriate diagnostic instruments; evaluates student's progress through the utilization of established procedures.
7. Develops lesson plans for and teaches self-contained small group and/or co-taught classes in subjects identified by the IEP, using the state approved academic content standards as the guide.
8. Demonstrates the ability to maintain an effective classroom management system; provide for special behavioral needs of individual students by developing behavior management plans; and document/report all significant behavior concerns.
9. Communicates regularly with parents and professional staff regarding the educational, social, and personal needs of students.
10. Assists students with special needs in assessing his/her abilities and in establishing educational, social, behavioral, and/or vocational occupational goals based on his/her abilities.
11. Administers district and state assessments including alternate assessment and accommodations needed by identified students.
12. Participates as a member of the Special Education Team as directed by the Director of Special Education.
13. Participates in evaluation planning meetings, Education Team Review meetings, IEP meetings, and parent/teacher conferences.
14. Assists the various districts of residence in the development and implementation of the IEP for each identified child, complimentary to his/her academic strengths/weaknesses as defined through the Evaluation Team Report and IEP process and general education standards.
15. Completes necessary reports and record keeping as required by federal/state/local policies and procedures, including the data required by the district of residence of students.
16. Participates in professional growth activities through staff development, in-service, workshops, and higher education.
17. Assumes responsibility for non-instructional duties as assigned by the building administration, such as cafeteria duty, hall duty, crosswalk or bus duty.

Physical Requirements:

1. Ability to move about the building and property site including climbing stairs.
2. Ability to assist students in and out of a vehicle or chair.
3. Ability to lift and move objects such as boxes of paper, books, and related materials.
4. Being able to physically respond to emergency situations (fire, tornado, student protection from intruder, etc.)

Mental Demands:

1. Ability to communicate effectively with a student who may be experiencing heightened emotions or exhibiting atypical behavior.
2. Ability to maintain emotional control under stress while maintaining a clear focus on the student and his/her needs.