

# Job Opening Announcement & Job Description



## The Bridge Behavior Interventionist For The Bridge Day Treatment Center

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| <b>Supervisor:</b> The Bridge Director  | <b>Division:</b> Student Success and Learning<br><b>Location/Assignment:</b> The Bridge Day Treatment Center in Moses Lake, Grant County  |
| <b>Salary Range:</b> \$42,513.00 - \$50,534.00 (Level 1)<br>\$44,647.00 - \$53,071.00 (Level 2)<br><br><i>Salary based on a 185-day position.<br/>         Salary range dependent upon experience and expertise.</i><br><br><b>Benefits:</b><br><b>Insurance benefits</b> - Through the <a href="#">HCA SEBB</a> program, includes medical, dental, vision, life, & LTD (if hired for more than 79 days)<br><b>Retirement</b> - Through the <a href="#">Department of Retirement</a> (DRS)<br><b>Sick leave</b> - accrued at 8 hours per month<br><b>Personal leave</b> - 2 days per year<br><br><a href="#">Additional Benefit Information</a> | <b>Conditions of work:</b> <ul style="list-style-type: none"> <li>● 185 days per year</li> <li>● 7 hours per day</li> <li>● Classified position</li> <li>● Non-exempt position</li> </ul> |

**General Description:**  
 The Bridge Behavior Interventionist for The Bridge Day Treatment Center will work alongside a multi-disciplinary team to implement trauma-informed, function-based, and evidence-based interventions that promote student regulation, skill development, and academic and social-emotional growth. This Behavior Interventionist supports the delivery of specially designed instruction, implementing individualized behavior intervention plans, collecting and analyzing data, and providing consistent support across educational settings. The role requires collaboration with educators, families, and community partners and may include both in-person and virtual work with occasional travel. This position is based in Moses Lake, Washington.

- Qualifications:**
- Required:**
- High School Diploma or GED
  - Valid Washington State Driver’s License and ability to commute regularly within the NCESD region
  - Minimum of three years of recent experience working with families and children who have behavioral or mental health complexities
  - Experience working with diverse individuals and/or groups
  - Ability to support teams through the analysis of behaviors and implementation of BIPs, IEPs, or other positive behavioral interventions and therapeutic protocols
  - Commitment to proactive advocacy for equitable education and opportunities for students with disabilities through collaborative partnerships with schools and families
  - Ability to produce high-quality progress monitoring, written feedback summaries, and professional correspondence
  - Positive professional references from former supervisors and colleagues
  - Capacity to produce high-quality progress monitoring, written feedback summaries, and professional correspondence
  - Exceptional verbal communication skills and the ability to engage in complex conversations effectively
  - Current knowledge of all relevant state and federal regulations for special education
  - Demonstrated ability to establish and maintain effective working relationships in the course of work
  - Evidenced professionalism, including organizational skills and a commitment to follow through on tasks
  - History of professionalism in maintaining student records accurately and confidentially
- Preferred:**
- Experience implementing behavior programs, including Applied Behavior Analysis programs for children with Autism Spectrum Disorders and other developmental disorders
  - Registered Behavior Technician Certification

- Comfort and experience working in K-12 school settings with students with intensive social/emotional or behavioral needs
- Training and/or experience in implementing positive behavior supports, executive function, adverse childhood experiences, trauma-informed care, and attachment

**Timeline:**

Position opens: April 3, 2026

Position open until filled with first screening after 12 pm on April 17, 2026

Screening & Interviews begin as soon as possible

Position begins July 2026

**Note:** Employment contingent upon successful clearance of a Washington State Patrol, FBI fingerprint criminal history background check, and Sexual Misconduct background check.

**NCESD is an Equal Opportunity Employer**

**Job Responsibilities:**

- Provide direct support to students in alignment with each individualized IEPs/BIPs to promote academic, behavioral, and social-emotional growth
- Implement evidence-based behavior interventions, positive reinforcement, and de-escalation strategies, following crisis and emergency response protocols when needed
- Collect and record data on student progress, behavior, and skill acquisition to inform instruction and behavior plans
- Assist with functional behavior assessments (FBAs), behavior intervention plans (BIPs), and skills-based treatment (SBT) under the direction of teachers and BCBA's
- Support students' personal care needs and ensure safety during classroom, transition, and community activities
- Collaborate with multi-disciplinary team members to promote consistent, individualized support
- Communicate regularly with families, school staff, and community partners to support coordinated services
- Maintain schedule, student support, and documentation efficiently while adapting to shifting priorities and frequent interruptions
- Maintain accurate and compliant records, including progress monitoring and professional correspondence, using both manual and electronic systems
- Demonstrate professionalism, flexibility, and reliability in a high-intensity educational environment
- Implement crisis prevention and intervention strategies, including de-escalation and safe restraint, in compliance with Washington State laws, regulations, and Emergency Response Protocols in situations where youth pose an imminent threat or harm to themselves or others
- Maintain certification as a Safety-Care Specialist and implement safe behavioral practices consistently
- Ensure equal educational opportunities for all students, regardless of race, color, gender, age, marital status, religion, national origin, gender identity, sexual orientation, homelessness, or disability
- Carry out the mandates of the Washington State Legislature, State Board of Education, and the Washington State Office of Superintendent of Public Instruction (OSPI), as they relate to special education and services, and assist in the clarification and dissemination of OSPI information
- Exhibit high commitment to accomplishing tasks with flexibility in scheduling and work responsibilities

**Professional Growth and Responsibilities:**

- Meets or exceeds performance expectations in the following areas:
  - Lead, Serve, and Support
  - Team Work
  - Problem Solving
  - Communication
  - Adaptability
  - Critical Thinking
  - Time Management
  - Interpersonal
  - Attendance
- Supports, implements, and adheres to NCESD and partnering agency policies, procedures, regulations, and administrative directives
- Submits records, reports, and assignments in a timely, accurate, and efficient manner
- Demonstrates adaptability and a positive approach when navigating challenges, obstacles, and changing priorities
- Demonstrates the ability to adjust to and implement new approaches in service delivery and program implementation
- Communicates clearly and professionally while maintaining a positive, respectful, and student-centered approach with staff, families, and partners

- Seeks and engages in ongoing opportunities for professional growth and development
- Maintains a professional appearance appropriate to a therapeutic and educational setting
- A new employee is subject to a 180-day probationary period and must be evaluated prior to its end. If work is found to be unsatisfactory, the employee is subject to termination.
- Assists with other responsibilities as assigned by the Managing Director of The Bridge and MASH Program, Executive Director of Student Success and Learning, Deputy Superintendent, and/or the Superintendent

**Physical Demands:**

- Provide service in a behavioral therapeutic education setting
- Physically able to work with students with aggressive and self-injurious behavior; must be capable of wearing protective gear
- Physically able to perform duties of the position, in addition to the ability to get to the child's level, the ability to bend and/or stoop
- Physical ability to transfer and/or lift children and equipment
- Sitting for extended periods of time may be required.
- Adequate manual and finger dexterity, hearing, speech, and vision are necessary to perform the essential functions of this position.
- Frequent travel within Washington state. Some overnight travel may be required
- Extended or flexible hours as necessary

**Application Procedure:**

North Central ESD is accepting applications for this position online only. To access our online application, please click the link below.

**All completed packets must be submitted online and include:**

- **Resume**
- **Cover Letter**
- **Three Professional Reference Contacts**
- **Washington State Sexual Misconduct Disclosure Release**

[Click here to apply](#)