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| Job Title: | Behavior Specialist | Exemption Status/Test: | Exempt/Professional |
| Reports to: | Executive Director of Special Education and Academic Support | Date Revised: | January 2023 |
| Dept./School: | Special Education - Related Services Assigned Campus(es) | Pay Grade: | SS 3 |

Primary Purpose:

Provide training to special education teachers and staff in short itinerant durations to help them learn how to implement appropriate instructional and behavioral intervention strategies to assist with students who exhibit challenging behaviors. Staff training may include data collection to measure progress, the implementation of behavior intervention plans, and teaching strategies for the students' prosocial replacement behaviors. Work and collaborate with all campuses to provide a range of behavior support for students within the district.

Qualifications:

Education/Certification:

Bachelor's degree in education or psychology from accredited university
Master's Degree in Education/Special Education (preferred)
Valid Texas teaching certificate with required special education endorsements
Non-violent Crisis Intervention (CPI) certification

Special Knowledge/Skills/Abilities:

Knowledge and understanding principles of applied behavior analysis
Knowledge of the IEP committee process, goals settings and implementation of IEP
Strong collaboration skills
Familiarity with using the social skills curriculum guides as a tool for educational planning
Experience in conducting FBAs and writing BIPs
Developed and implemented behavior intervention plans
Has developed and implemented data collection systems
Self-starter able to work without day-to-day supervision
Ability to learn new technology systems

Experience:

3 or more years of experience working with students diagnosed with behavior disorders (preferred)

Major Responsibilities and Duties:

Program Management

1. Participate in the development and implementation of instructional and behavior management programs.
2. Participate in the development and implementation of data collection systems to track and analyze student progress.
3. Provide instruction and training to teachers and related service providers.
4. Responsible for conducting Functional Behavior Assessments of students.

Policy, Reports, and Laws

5. Compile, maintain and file all physical and computerized reports, records and other documents required for special education program.
6. Complete paperwork required by the District for billing services eligible under the Student Health and Related Services (SHARS) Program or Medicaid Administrative Claims (MAC) Program.
7. Comply with policies established by federal and state law, State Board of Education rules, local board policy and district administrative regulations.

Professional Objectives

8. Support the school district's philosophy and objectives.
9. Conduct self in a professional manner consistent with district policies and procedures and display professionalism with students, parents, staff, and community.
10. Follow district policies pertaining to the individual assignment.
11. Prioritize tasks and projects in an expedient manner.
12. Demonstrate an interest in acquiring new skills and knowledge.
13. Seek professional growth through continuing education and staff development.
14. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Personal Objectives

15. Approach problem solving tactfully with directness and integrity.
16. Exert a positive influence and work in a collaborative manner with parents and school district staff.
17. Respond to suggestions for improvement in a positive manner.
18. Display self-control and tact.
19. Punctual at the workplace and exercise professional judgment in being absent from work.
20. Maintain professional appearance.
21. Be mentally alert and physically able to perform job functions.
22. Provide for the care and protection of school property.
23. Follow district safety protocols and emergency procedures.

Other

24. Work as a team member and with peers, teachers, campus personnel, and principals. Professional demeanor, and resourcefulness, communicate effectively with diverse groups and accept supervision.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals, and other instructional equipment

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

Motion: Frequent walking

Lifting: Regular light lifting and carrying (less than 15 pounds); may require occasional heavy lifting (45 pounds or more) and positioning of students with physical disabilities, control behavior through physical restraint, assist non-ambulatory students, and lift and move adaptive and other classroom equipment

Environment: Work inside, may work outside; regular exposure to noise; potential exposure to human body fluids; regular district-wide travel to multiple work locations as assigned; potential physical aggression from students that may be related to their disability; After appropriate training provided by the District, ability to implement physical restraints to ensure the safety of the student or others

Mental Demands: Maintain emotional control under stress; ability to maintain emotional composure when working with students exhibiting non-compliant behaviors related to their disability; may work prolonged or irregular hours

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Employee Name: _____

Employee Signature: _____ Date: _____