Job Title: Specialist - Behavior Intervention **Wage/Hour Status:** Exempt

Reports to: Director of Special Education **Pay Grade:** Administrative Professional 3

Dept./School: Special Education Department **Days:** 197

Primary Purpose:

Provide support and training for educators, staff, and parents to address and manage the challenging behavior of learners.

Qualifications:

- Valid Texas Drivers License

Education/Certification:

- Valid Texas Educator Certificate or Texas Licensure
- Master's degree in special education preferred
- Certification as a Board Certified Behavior Analyst (BCBA) preferred
- Valid Texas Special Education Certification

Special Knowledge/Skills:

- Experience working with students with autism, emotional/behavioral disorders, and/or intellectual disabilities
- Experience with Functional Behavior Assessments (FBA) and positive behavior support plan development
- Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting and implementation
- Knowledge of Applied Behavior Analysis (ABA)
- Knowledge of research-based best practices for providing specially designed instruction for learners with disabilities
- Knowledge of state and federal laws, rules and regulations and policies governing supports and programs for learners with disabilities
- Able to effectively work and communicate with learners, parents, school personnel and community from diverse cultures and backgrounds
- Excellent organizational, communication and interpersonal skills

Experience:

- Minimum of three (3) years of experience working with children/students with emotional or behavioral needs

Major Responsibilities and Duties:

Staff Support/ Training

1. Provide training on progress monitoring regarding implementation of Behavior Intervention Plans (BIP).
2. Problem solve concerns with campus teams and secure necessary resources to address learner needs through consultation with the Coordinator of Special Education.
3. Assist special educators with data collection strategies for Individual Education Plan (IEP) goals.
4. Ensure that rules and procedures for disciplinary actions of learners with disabilities are effective and conform to federal and state regulations.
5. Attend team meetings and department meetings.
6. Assist with training/meetings for parents, as well as identify resources for parents of learners with special needs.
7. Support special programs staff in observing, managing and monitoring student progress.
8. Provide coaching and professional development to educators, staff, and administrators on behavioral and instructional interventions and supports.
9. Assist with developing and providing staff training and preparation for working effectively with students with the eligibility of autism, as well as those students with communication and behavioral disorders.
10. Perform other duties and accept other responsibilities as assigned.

Program Management

11. Collaborate with educators to design and develop Behavior Intervention Plans (BIP) and provide support to instructional staff in implementing BIPs and classroom management strategies.
12. Monitor the effectiveness of Behavior Intervention Plans (BIP) and recommend changes as needed.
13. Participate in Admission, Review, and Dismissal (ARD) committee meetings. Work collaboratively with parents, educators, and other staff members to ensure success in meeting Individual Education.
14. Plan (IEP) goals.
15. Assist all classroom educators with structuring the classroom environment, setting up procedures, and ensuring all appropriate materials are available.
16. Assist in monitoring special programs and provide feedback for improvement to the Coordinator of Special Education.

Assessment/Evaluation

17. Conduct Functional Behavior Assessments (FBA) based on observations of learners in school and community environments.

18. Assist educators with conducting classroom assessments for learners in special programs.

Communication and Community Relations

19. Establish and maintain a positive relationship with principals, teachers, staff, and parents by supporting innovation and efforts in educating students with disabilities.

20. Serve as parent liaison in matters pertaining to student assessment, program eligibility, and IEPs.

21. Articulate the district's mission and goals in the area of special education and solicit support in realizing the mission.

Policy, Reports, and Law

22. Compile, maintain, and file all reports, records, and other documents as required.

23. Comply with policies established by federal and state law, State Board of Education rule, and local board policy in the area of special education. Make recommendations to improve program effectiveness.

Other

24. Follow district safety protocols and emergency procedures.

25. Maintain confidentiality.

26. Maintain positive and professional tone in all communication (i.e. email, written, and verbal).

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Frequent sitting and standing; occasional bending/stooping, pushing, /pulling, and twisting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior

Environment: May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; occasional districtwide and statewide travel

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

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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 signature _____ Date _____