

## **Job Description – Behavior Specialist**

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**Primary Function:** Under the direction of the Director of Special Services, plans, implements and evaluates a comprehensive program of behavioral support for teachers and students. Provides a proactive program in the management of behavior and emotional student needs across the district.

### **Responsibilities/Duties:**

#### **Program Management**

- Conducts formal Functional Behavior Analysis (FBA) and/or observations/evaluations of student behavior
- Participates as a member of a multi-disciplinary team
- Develops behavior plans and specific intervention plans for students and assists in their implementation including designing and making materials/behavioral charts, etc.
- Conducts fidelity checks with case managers on the behavior plans and services for specific students
- Collaborates with educators to select and implement strategies to manage, shape, and teach replacement behavior
- Provides staff development sessions and inservice training to paraprofessionals, teachers, and campus administrators on topics related to behavior
- Provides individualized training to teachers, administrators and paraprofessionals to implement specific behavior strategies and interventions
- Conducts regular Crisis Prevention Institute (CPI) trainings for educators throughout the district
- Conducts in-home and parent training assessments and provides services for parents who qualify
- Uses effective communication skills to present information accurately and clearly to students, parents, and staff

#### **School Improvement**

- Assesses and responds to needs related to job responsibilities
- Develops and coordinates a continuing evaluation of the behavior support program and implements changes based on the findings

#### **Student Management**

- Effectively models crisis prevention and de-escalation intervention strategies for staff
- Provides guidance, coaching and support to staff, students and parents

## **Professional Growth and Development**

- Participates in professional development to improve skills related to job assignment
- Researches current behavior interventions related to students served
- Attends conferences, workshops and regular behavior specialist meetings to maintain current knowledge, understanding, and skills appropriate to job assignment

## **School/Community Relations**

- Demonstrates awareness of school-community needs and initiates activities to meet those identified needs
- Assists families and school staff in accessing community resource services, when needed
- Provides assistance to teachers and school administrators in the creation of a school climate that effectively manages student behavior

## **Other**

- Maintains a positive relationship with supervisors, colleagues, students, and parents
- Demonstrates behavior that is professional, ethical and responsible
- Serves as a role model for all district staff
- Participates in approved professional development opportunities
- Performs other duties as assigned

## **Knowledge and Abilities:**

### Knowledge of:

- Crisis prevention/intervention
- Applied behavior analysis
- Emotional and developmental disorders of childhood
- Law, rules and regulations for education of students with disabilities
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Methods of collecting and organizing data and information
- Operation of a computer and assigned software
- District and department policies and procedures
- Relevant federal and state laws and requirements

### Ability to:

- Interpret data from educational and psychological evaluations
- Work with other professionals in leadership as well as collaborative roles
- Provide staff development training as well as training to parents
- Work independently with little direction
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Maintain regular and consistent attendance
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines
- Plan and organize work

**Education/Licenses/Experience:** Master's degree in appropriate field. Valid Special Education Teaching certification preferred. Preferred, but not required: BCBA Board certified Behavior Analyst, TSBEP Licensed Specialist in School Psychology or TEA Certified Educational Diagnostician

or NASP Certified School Psychologist. Three years of related experience. Documentation of successful interventions with behaviorally challenging students.

**Working Conditions:**

Mental Demands: Self-motivated, perform tasks with little or no supervision; work with frequent interruptions; able to manage multiple complex projects concurrently; maintain emotional control under stress; ability to communicate effectively (verbal and written); coordinate district support functions.

Physical Demands/Environmental Factors: Lifting/carrying - 15-44 pounds; frequent sitting, standing, walking, climbing, stooping/crouching/kneeling, pulling/pushing, reaching; repetitive hand motions; prolonged use of computer; speaking clearly; occasional district-wide, state-wide travel; work occasional irregular hours and prolonged hours.

**Calendar and Salary Range:** 197 work days. See current hiring pay grade on the Professional Compensation Plan.

**Revised:** 11.7.24

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The foregoing statements describe the general function and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

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Employee Signature

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Date