Job Description **Job Title: Behavior Intervention Specialist**
Burkburnett ISD

Job Title: Behavior Intervention Specialist

Reports to: Director of Special Education

Length of Assignment: 11 Months

Wage/Hour Status: Exempt

Pay Grade: Teacher Pay Scale

Date Revised: February 2024

Primary Purpose:

Provide support and training for teachers, staff, and parents to address and manage children with challenging behaviors.

Qualifications:

Education/Certification:

- Bachelor's degree from accredited university
- Valid Texas teaching certificate with required special education endorsements for assignments
- Desired Certifications: Board Certifies Behavior Analyst (BCBA) or other related certification
- Certified as a school counselor in the state of Texas, or a Licensed Professional Counselor (LPC), or licensed and a Bachelor's degree in social work, psychology, sociology or other related area preferred

Special Knowledge/Skills:

- Knowledge of special needs of students in assigned area
- Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting and implementation
- Knowledge of behavior and social skill intervention techniques and methodology
- Ability to work with students with pervasive developmental disabilities
- Ability to develop and deliver training to adult learners
- Strong organizational, communication, and interpersonal skills
- Knowledge of Autism Supplements

Experience:

- Three (3) years' experience as a special education teacher, in related social work, or in work related to the certified field.
- Experience working with students including implementing behavior management strategies.

Major Responsibilities and Duties:

Instructional and Program Management:

1. Collaborate and co-teach with teachers to design and develop behavioral intervention plans (BIP) and provide support to instructional staff in implementing BIPs and classroom management strategies.

2. Monitor the effectiveness of behavior intervention plans and recommend changes as needed.

3. Conduct functional behavioral assessment (FBA) based on observation of students in school, home, and community environments. Work with school staff and parents in teaching socially acceptable behaviors to students based on individual needs.

4. Participate in admission, review, and dismissal (ARD) committee meetings. Work collaboratively with parents, teachers, and other staff members to ensure success in meeting individual educational plan (IEP) goals.

5. Manage student behavior and administer discipline including intervening in crisis situations and physically restraining students as necessary according to IEP.

6. Attend and participate in ARD committee meetings.

7. Conference with parents, administrators, and teachers concerning school and student issues.

8. Conduct home visits as needed.

Training and Staff Development

9. Identify staff development needs, develop and present training, and coach campus personnel to continually develop and enhance behavioral assessment and intervention skills.

10. Gather, disaggregate, and maintain date regarding student's behaviors to plan for supports, accommodations, and services.

11. Provide behavior management training for parents as needed.

Other

12. Consult with district and outside resources regarding education, social, medical, and personal needs of students.

13. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

14. Compile, maintain, and file all physical and computerized reports, records, and other documents required.

15. Keep informed of and comply with federal, state, district, and school regulations and policies for special education.

16. Maintain regular attendance expectations.

17. Pursue continuous improvement and growth in knowledge of behavior intervention strategies, methodologies, and analysis.

18. Follow district safety protocols and emergency procedures.

19. Perform other duties as assigned by the campus principal, assistant superintendent, Director of Special Education, and the Superintendent of Schools.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

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

Posture: 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 nonambulatory students, and lift and move adaptive and other classroom equipment

Environment: Work inside, may work outside; regular exposure to noise; exposure to biological hazards

Mental Demands: Maintain emotional control under stress; may work prolonged or irregular hours

The document describes the general purpose 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.

Received by _____ Date _____

Approved by _____ Date _____