INTERNATIONAL LEADERSHIP OF TEXAS

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

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| Job Title:<br>Special Education Behavior Instructional Assistant | Exemption Status:<br>Exempt<br>Work Calendar<br>187 Days |
| Reports to:<br>Campus Principal<br><br>Dept./School:<br>Special Education | Date Revised:<br>2026–2027 |

The Behavior Assistant provides direct support to students with significant behavioral, social-emotional, communication, and adaptive needs within the educational environment. The Behavior Assistant works under the direction of certified special education staff and campus administration to implement students' Individualized Education Programs (IEPs), Behavior Intervention Plans (BIPs), safety plans, and other individualized supports.

The primary purpose of this position is to increase student access to instruction, promote independence, teach and reinforce appropriate replacement behaviors, support student regulation, and maintain a safe and productive learning environment. The Behavior Assistant is expected to provide proactive behavioral support while maintaining student dignity and using the least restrictive interventions appropriate to the student's needs.

## Qualifications

### Education/Certification

- High school diploma or GED required
- Meet applicable state and federal requirements for educational aides
- Educational Aide certification, or ability to obtain certification, as required
- Crisis prevention/de-escalation training or willingness to complete district-required training
- CPR/First Aid certification as required by district procedures

## Special Knowledge/Skills

- Ability to work effectively with students with significant behavioral and emotional needs
- Ability to implement behavior plans and interventions with fidelity
- Knowledge of or willingness to learn positive behavioral supports, reinforcement systems, de-escalation strategies, and replacement behavior instruction
- Ability to collect accurate behavioral and academic data
- Ability to maintain confidentiality regarding students and families
- Strong communication, collaboration, and interpersonal skills
- Ability to remain calm and professional during challenging or crisis situations
- Ability to follow written and verbal directions from teachers, behavior specialists, administrators, and other members of the student's educational team
- Ability to maintain appropriate professional boundaries with students
- Ability to support students while promoting independence rather than dependence on adult assistance

## Experience

Experience working with children or adolescents preferred. Experience supporting students with disabilities, significant behavioral needs, autism, emotional/behavioral disabilities, or other intensive support needs is preferred.

## Major Responsibilities and Duties

1. Provide direct behavioral, instructional, and safety support to assigned students in accordance with their IEPs, BIPs, safety plans, and other individualized plans.
2. Implement behavior strategies and interventions developed by the student's educational team with consistency and fidelity.
3. Support the teaching, modeling, prompting, and reinforcement of appropriate replacement behaviors.
4. Utilize proactive strategies designed to prevent behavioral escalation, including structured routines, visual supports, reinforcement systems, environmental modifications, scheduled breaks, and other individualized supports.
5. Recognize early signs of student dysregulation and implement identified prevention and de-escalation strategies.
6. Respond appropriately to behavioral escalation while maintaining student dignity and prioritizing the safety of the student, peers, and staff.
7. Implement district-approved crisis prevention and intervention procedures when necessary and only within the scope of completed training.
8. Assist students in developing self-regulation, coping, communication, social, and problem-solving skills as directed by the student's educational team.
9. Support student participation and access to instruction within the least restrictive environment.

10. Assist students during general education classes, special education settings, transitions, electives, meals, arrival/dismissal, and other school activities as assigned.
11. Provide academic assistance and instructional reinforcement under the direction of the certified teacher.
12. Use prompting strategies appropriately and systematically reduce adult support when students demonstrate increased independence.
13. Avoid creating unnecessary student dependence on one-to-one adult assistance and actively support opportunities for independence and peer interaction.
14. Collect accurate and objective behavioral data, including frequency, duration, intensity, antecedent-behavior-consequence information, or other data identified by the educational team.
15. Maintain required documentation and submit data to teachers, behavior specialists, Campus Coordinators, or other designated staff within established timelines.
16. Communicate significant behavioral changes, safety concerns, injuries, or other concerns immediately to the appropriate certified staff or administrator.
17. Assist the educational team in identifying patterns in student behavior by providing objective observations and data.
18. Participate in implementation of reinforcement systems, token systems, visual schedules, social narratives, communication systems, sensory supports, or other student-specific interventions.
19. Support students who utilize augmentative and alternative communication (AAC), communication boards, visual supports, or other communication systems as directed.
20. Assist with adaptive and self-care needs when required by the student's IEP or educational program, including toileting, hygiene, feeding, mobility, and other activities of daily living.
21. Support safe student transitions throughout the campus and during school-sponsored activities.
22. Follow all district procedures related to student supervision and maintain active supervision of assigned students.
23. Maintain professional composure during challenging student behavior and refrain from engaging in power struggles, punitive interactions, or responses that may escalate behavior.
24. Use positive reinforcement and relationship-building strategies while maintaining clear and consistent behavioral expectations.
25. Maintain student confidentiality in accordance with FERPA, district policy, and applicable state and federal requirements.
26. Collaborate professionally with special education teachers, general education teachers, Campus Coordinators, Behavior Specialists, BCBAs, related service providers, administrators, and other members of the student's educational team.
27. Participate in required professional development related to behavior, crisis prevention, special education, student safety, confidentiality, and instructional support.
28. Assist with classroom organization, preparation of behavioral or instructional materials, and maintenance of structured learning environments.

29. Follow campus and district procedures for documenting behavioral incidents, injuries, restraints, or other reportable events.
30. Maintain knowledge of and comply with district policies, procedures, and expectations related to special education services and student behavior.
31. Support implementation of student IEP goals and accommodations as directed by certified staff.
32. Provide support across students, classrooms, and campus settings based on student needs and administrative assignment. Assignment to a particular student does not necessarily constitute a permanent one-to-one assignment unless specifically required by the student's IEP.
33. Perform other duties as assigned by the supervising teacher, Campus Coordinator, campus administration, or Special Education leadership.

## Supervisory Responsibilities

None.

The Behavior Assistant works under the supervision and direction of certified instructional and administrative staff and does not independently develop, modify, or determine a student's IEP, BIP, placement, services, or disciplinary consequences.

## Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office and classroom equipment; instructional and adaptive materials; communication devices; behavioral support materials; mobility or adaptive equipment as assigned.

Posture: Frequent standing, walking, bending, kneeling, stooping, crouching, and sitting; may require extended periods of active movement throughout the school day.

Motion: Frequent walking and movement throughout classrooms, hallways, playgrounds, cafeterias, and other school environments; frequent reaching, grasping, and repetitive hand motions.

Lifting: May be required to lift, assist, or reposition students in accordance with student needs, district procedures, and employee training.

Environment: Work may occur indoors and outdoors. The employee may be exposed to loud environments, student behavioral escalation, physical aggression, bodily fluids, or other conditions associated with supporting students with significant behavioral and adaptive needs.

Mental Demands: Maintain emotional control under stress; respond effectively during behavioral crises; work with frequent interruptions; exercise patience and sound judgment; maintain confidentiality; adapt to changing student needs and assignments; and consistently implement established behavioral and instructional procedures.

The Behavior Assistant must be physically and emotionally able to respond to student behavioral and safety needs while following district-approved procedures and training.

## Additional Expectations

The Behavior Assistant plays an important role in helping students develop the skills necessary to become increasingly successful and independent within the school environment. Behavior support should be instructional in nature, with an emphasis on teaching students what to do rather than simply responding to inappropriate behavior.

Behavior Assistants are expected to maintain high expectations for students while providing compassionate, consistent, and structured support. All interactions should preserve student dignity and support meaningful access to the educational environment.