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.

Job Title: Special Education Behavior Substitute Teacher	Exemption Status: Exempt Work Calendar As Assigned
Reports to: Campus Administrator / Executive Director of Special Education Dept./School: Special Education	Date Revised: 2026–2027

Primary Purpose:

Provide instructional, behavioral, functional, and personal care support to students with disabilities, with an emphasis on students requiring intensive behavioral support in a specialized behavior support setting. Work under the direction of the Special Education Teacher and campus administration to support implementation of students' Individualized Education Programs (IEPs), classroom routines, accommodations, behavior supports, safety procedures, and personal care needs while promoting student dignity, independence, and access to instruction.

Qualifications:

Education/Certification

- High school diploma or equivalent
- Meet all ILTexas requirements for employment
- Valid Texas Special Education EC–12 Certification

Preferred Qualifications

- Experience working with students with disabilities
- Experience in a school or child-centered setting
- Training in student behavior, personal care, mobility, or safety procedures

Major Responsibilities and Duties:

Instructional Support

- Design and deliver specially designed instruction aligned with each student's IEP, behavioral needs, and academic goals.
- Provide individualized, small-group, and classroom instruction using research-based academic and behavioral practices.
- Implement and monitor accommodations, modifications, supplementary aids, services, annual goals, and behavioral supports identified in students' IEPs.

- Assist students in accessing and participating in the general education curriculum and specialized instruction.
- Teach, model, practice, and reinforce academic, behavioral, social-emotional, communication, coping, and self-regulation skills.

IEP Implementation

- Follow student-specific accommodations, modifications, behavior supports, safety procedures, and services as directed by the Special Education Teacher.
- Support students in meeting IEP goals through teacher-directed activities.
- Collect or record student data when directed by the Special Education Teacher.
- Maintain confidentiality of student records and information.

Student Support and Personal Care

- Maintain active supervision of students throughout the instructional day and during transitions.
- Assist students with activities of daily living as required by the student's needs and assigned setting, including toileting, diapering, feeding, hygiene, dressing, mobility, positioning, and other personal care needs.
- Safely lift, transfer, position, or physically assist a student when required by the student's needs, using approved procedures, equipment, training, and assistance when applicable.
- Support students during arrival, dismissal, lunch, recess, electives, transportation transitions, and other school activities as assigned.
- Immediately report concerns regarding student health, safety, behavior, or well-being to the Special Education Teacher or campus administrator.

Behavior and Safety

- Implement classroom behavior supports, Behavior Intervention Plans (BIPs), safety plans, reinforcement systems, visual supports, schedules, and student-specific behavior strategies as directed.
- Use proactive and preventative behavior supports to increase student engagement, communication, self-regulation, independence, and successful participation in the school environment.
- Recognize and respond to student antecedents, triggers, early warning signs, and escalation patterns using strategies identified by the Special Education Teacher, behavior staff, or student plan.
- Provide consistent positive reinforcement for appropriate behavior, participation, communication, and development of replacement skills.
- Prompt, model, practice, and reinforce replacement behaviors, coping skills, functional communication, social skills, and self-regulation strategies.
- Use visual schedules, first-then supports, structured choices, prompting, redirection, planned breaks, environmental supports, and other behavior strategies as directed.
- Provide increased behavioral support during transitions, changes in routine, unstructured settings, and other situations that may increase student dysregulation.
- Use de-escalation and crisis-prevention strategies consistent with student plans, required training, and ILTexas procedures.
- Assist in maintaining a safe environment during behavioral escalation while protecting the dignity, privacy, and safety of the student and others.
- Follow established procedures for requesting additional staff or administrative assistance when student behavior presents a safety concern.

- Collect and accurately document behavior data as directed, including frequency, duration, antecedent-behavior-consequence (ABC) information, replacement behaviors, and student responses to interventions.
- Communicate relevant behavioral observations, patterns, concerns, and student responses to interventions to the Special Education Teacher and appropriate support staff.
- Maintain consistency in implementation of behavioral expectations, reinforcement systems, routines, and student-specific supports across classroom and campus settings.
- Assist students with calming, regulation, re-entry to instruction, and successful return to classroom routines following behavioral escalation or dysregulation.
- Support the development of student independence by gradually reducing prompts and adult assistance when appropriate and as directed by the teacher or student plan.
- Participate in required training related to behavior support, crisis prevention, de-escalation, and student safety.
- Follow all applicable ILTexas procedures regarding student behavior, safety, crisis response, restraint, and emergency procedures.
- Develop, implement, and monitor classroom behavior systems and individualized behavioral supports consistent with student IEPs and BIPs.
- Collaborate with behavior specialists, BCBAs, related service providers, administrators, and families to identify effective supports and promote consistency across settings.
- Analyze behavior and progress-monitoring data to identify patterns, evaluate intervention effectiveness, and make instructional or behavioral adjustments.
- Participate in Functional Behavioral Assessments (FBAs) and provide data and classroom information to support development or revision of Behavior Intervention Plans (BIPs).
- Explicitly teach replacement behaviors, functional communication, coping strategies, social skills, emotional regulation, problem solving, and conflict-resolution skills.
- Develop structured routines, visual supports, reinforcement systems, environmental supports, and preventative strategies to reduce barriers to learning.
- Lead classroom staff in consistent implementation of behavior supports, reinforcement systems, data collection procedures, safety plans, and student-specific strategies.
- Monitor student progress toward behavioral and academic IEP goals and maintain accurate data and documentation.
- Communicate with families regarding student progress, behavioral supports, and strategies that promote consistency and student success.
- Participate in ARD meetings and contribute data, present levels, goals, accommodations, behavioral information, and recommendations as appropriate.

Collaboration

- Work cooperatively with Special Education Teachers, Instructional Assistants, general education staff, related service providers, and campus administration.
- Communicate student needs, concerns, and relevant information to the supervising teacher or administrator.
- Maintain professional boundaries and communicate respectfully with students, staff, and families.

Professional Responsibilities

- Follow campus schedules, procedures, and expectations.
- Participate in required training related to student safety, personal care, behavior, mobility, or specialized supports.
- Demonstrate professionalism and ethical conduct.

- Perform other duties as assigned.

Supervisory Responsibilities:

Supports and provides direction to Instructional Assistants assigned to the classroom.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office and classroom equipment; adaptive, mobility, positioning, or personal care equipment as required by the student's needs and assigned setting.

Posture: Frequent standing, walking, bending/stooping, kneeling, reaching, sitting, and positioning to support students.

Motion: Frequent movement throughout the classroom and campus; pushing/pulling and assisting students with mobility as required.

Lifting: Ability to lift, transfer, position, or physically assist a student as required by the student's needs and assigned setting, using approved procedures, equipment, and assistance when applicable.

Environment: Work inside and outside the school building; may be exposed to bodily fluids while assisting with toileting, diapering, feeding, hygiene, or other personal care needs.

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; respond appropriately to student behavioral, medical, and safety needs.

Reviewed Name and Date: _____

Approved By and Date: _____