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: Behavior Specialist (non-BCBA) **Exemption Status:** 192

Reports to: Director of Behavior and Specialized Learning Classrooms
Date Revised: June 2026 **Dept./School:** Special Education

Primary Purpose: The Behavior Specialist serves as a campus-based behavior support professional who collaborates with teachers, administrators, related service providers and families to implement evidence-based behavioral interventions that promote student success in the least restrictive environment. They provide coaching, consultation, data analysis and direct support to improve student outcomes, build staff capacity, and ensure consistent implementation of behavior supports across assigned campuses.

Qualifications:

Education/Certification:

- Bachelor's degree in behavior analysis, special education, psychology, counseling, social work, educational leadership, or a related field required.
- Active enrollment in or completion of a Registered Behavior Technician (RBT) training program required.
- Valid Texas educator certification preferred.
- Must meet all state and local requirements for employment.

Special Knowledge/Skills:

- Knowledge of applied behavior analysis (ABA) principles, evidence-based behavior interventions and positive behavior support strategies.
- Knowledge of Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), data collection methods and progress monitoring.
- Knowledge of special education processes, including ARD/IEP development, manifestation determination reviews (MDRs) and implementation of accommodations and behavioral supports.
- Knowledge of crisis prevention, verbal de-escalation, and safe behavior intervention practices.
- Skill in collecting, analyzing, interpreting and presenting behavioral data to support decision-making.
- Skill in coaching, modeling and providing feedback to teachers and support staff.

- Skill in building collaborative relationships with students, families, educators and multidisciplinary teams.
- Ability to manage multiple priorities, organize work effectively and travel between assigned campuses.
- Strong organizational, communication, interpersonal and problem-solving skills.

Experience:

- Minimum of three years of successful experience working with students with behavioral challenges, autism, emotional disabilities, intellectual disabilities or other high-support needs required.
- Experience implementing behavior interventions and supporting students in educational settings required.
- Experience providing coaching, professional development or consultation to educators preferred.
- Experience in self-contained special education settings preferred.
- Experience collecting and analyzing behavioral data preferred.

Major Responsibilities and Duties:

- Provide campus-based behavior support to assigned schools.
- Collaborate with teachers, administrators, related service providers and families to implement evidence-based behavior supports and interventions.
- Assist in the development, implementation, monitoring, and revision of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs).
- Conduct classroom observations, collect behavioral data, and analyze trends to monitor student progress and inform intervention decisions.
- Model effective behavior strategies and provide coaching, consultation, and feedback to teachers, paraprofessionals, and campus staff.
- Support the implementation of positive behavior supports, social skills instruction, and proactive classroom management practices.
- Participate in Admission, Review, and Dismissal (ARD) committee meetings, manifestation determination reviews (MDRs) and other student support meetings as assigned.
- Assist campuses in developing and implementing strategies to reduce challenging behaviors and increase student engagement and access to instruction.
- Provide professional development and training to campus staff on behavior management, data collection, de-escalation techniques and behavior intervention strategies.
- Monitor fidelity of implementation for behavior interventions and communicate recommendations for improvement to area and campus teams.
- Collaborate with assigned RBTs/Behavior Technicians to ensure consistent implementation of student behavior plans.
- Maintain accurate documentation, records and reports in accordance with federal, state, local, and organizational requirements.
- Travel regularly to assigned campuses to provide direct support and services.
- Perform other duties as assigned.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

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

Posture: Prolonged sitting; frequent bending/stooping, pushing/pulling, and twisting

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

Lifting: Frequent lifting and carrying (more than 15 pounds but less than 50 pounds)

Environment: May work prolonged or irregular hours

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.

Reviewed Name and date: _____

Approved by and date: _____