



TITLE: Behavior Modification Teacher

QUALIFICATIONS:

- Special Education Teacher with an active State of Tennessee certification, license, and appropriate endorsements
- Understanding evidence-based Applied Behavior Analysis (ABA) principles and strategies to help students with developmental behavior challenges is preferred
- Minimum of five years of successful classroom teaching experience - teaching behaviorally challenged students is preferred
- Expert knowledge of function-based intervention planning for developing behavior change strategies that focus on reducing problem behavior and increasing more appropriate behavior
- Expert knowledge of techniques needed to successfully complete effective function-based interventions, Behavior Intervention Plans (BIP), and Functional Behavior Assessments (FBA), with the supervision of BCBA
- Exceptional knowledge in the use of assessments and assessment data to inform instruction and prescribe work plans for individual students
- Expert knowledge in research-based instructional strategies and the ability to implement them effectively
- Exceptional knowledge in the use of technology to support instruction
- Demonstrate the ability to plan and evaluate strategies for improving instruction Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality
- Demonstrate exceptional skill in the roles of a teacher leader: collaborator, action researcher, reflective practitioner, and learner advocate

JOB GOAL: The Behavior Modification Teacher provides leadership and direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. In addition, the Behavior Modification Teacher works directly and aggressively with identified students to adopt behaviors that substantially increase their academic performance. These students require supplemental behavior interventions and support. Under the supervision of the building principal and the SPED Director, the Behavior Modification Teacher will provide diversified strategies and activities specifically designed for targeted students.

ESSENTIAL FUNCTIONS or DUTIES:

- Promote highly specialized positive behavior interventions in which “at-risk” students thrive: behavior instruction that is explicit, intensive, accelerated, and provides ample practice.



- Assist staff in defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
- Collaborate with the identified student’s teachers, parents, and administrators to ensure LRE, appropriate services/supports, and successful transitions.
- Collaborate with BCBA for the purpose of completing Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA).
- Facilitate team meetings that design Behavior Intervention Plans, and address classroom organization, effective instruction, and social skills instruction.
- Work with individual teachers, groups of teachers, and/or the entire staff on issues such as crisis intervention, learning and collaboration issues, and factors that can affect the development and implementation of interventions.
- Use ongoing assessments to maintain a record of student progress. ● Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings.
- Regard assessment as a joint venture through which both student and teacher understanding is enhanced.
- Model good assessment processes that assist students in assessing their own work and behavior.
- Provide recognition of a variety of student accomplishments and positive behaviors.
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies, and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in ongoing professional development to increase knowledge and skills of positive student behavior support for all students.
- Engage parents in the “student behavior intervention plan” process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- Conduct conflict resolution and peer mediation sessions.

- Review behavior referrals and data reports in collaboration with BCBA.
- Participate in building-level and/or grade-level meetings, as appropriate.
- Consult with BCBA, social worker, and teachers
- Comply with all safety policies, practices, and procedures; report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental, and/or grade-level goals.
- Provide leadership to others through example and sharing of knowledge/skill.



- Provide direction, supervision, and evaluation of educational assistants as directed.
- Comply with School Board policies and all state/federal rules and regulations.
- Complete all district and state reporting requirements.

PHYSICAL DEMANDS:

This job may require lifting objects that exceed 20 pounds, with frequent lifting and/or carrying objects weighing up to 10 pounds.

Other physical demands that may be required are as follows:

- Pushing and/or pulling
- Stooping and/or kneeling
- Reaching
- Talking
- Hearing
- Seeing

CAPACITY AND ABILITY REQUIREMENTS:

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

- *Intelligence*: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- *Verbal*: Ability to understand the meanings of words and the ideas associated with them.
- *Numerical*: Ability to perform arithmetic operations quickly and accurately.
- *Manual dexterity*: Ability to move the hands and fingers easily.

REPORTS TO: Building Principal and Director of Special

Education **FLSA:** Exempt

TERM: 200 days

SALARY: Teacher Salary, \$5,000 a year extra

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.