



Job Title: Behavior Specialist

Exemption Status/Test: Exempt/Professional

Reports to: Executive Director of Special Education **Date Revised:** June 2026

Dept./School: District-Wide

Primary Purpose:

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

Qualifications:

Education/Certification:

Bachelor's degree from accredited university

Valid Texas teaching certificate with required special education endorsements for assignments

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

Knowledge of how to complete Functional Behavioral Analysis (FBAs)

Ability to work with students with pervasive developmental disabilities

Ability to develop and deliver training to adult learners

Strong organizational, communication, and interpersonal skills

Experience:

Three (3) years of 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 with administrators and teachers to design and develop research based behavioral intervention plans (BIP), 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. Assist teachers with lesson planning, lesson modeling, classroom management, and behavior management.
7. Develop and maintain effective behavioral management and intervention techniques with individual and/or groups of students and provide assistance in meeting education, occupational, and personal needs.
8. Provide individual and small group activities designed to improve interpersonal relationships and social skills for students attending an Alternative Education Program (AEP).
9. Participate in the MTSS process and Early Intervention Team (EIT) meetings to address academic and behavioral issues with identified students.
10. Conference with parents, administrators, and teachers concerning school and student issues.
11. Conduct home visits as needed.

Training and Staff Development

12. Identify staff development needs, develop and present training, and coach campus personnel to continually develop and enhance behavioral assessment and intervention skills.
13. Provide behavior management training for parents as needed.

Professional Growth and Development

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

Other

15. Consult with district and outside resources regarding education, social, medical, and personal needs of students.
16. May serve on campus behavioral threat assessment and a safe and supportive schools team.
17. Follow district safety protocols and emergency procedures.
18. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
19. Compile, maintain, and file all physical and computerized reports, records, statistical data, and other documents required.
20. Keep informed of and comply with federal, state, district, and school regulations and policies for special education.
21. Perform other duties as assigned by the campus principal, assistant superintendent, 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 non-ambulatory students, and lift and move adaptive and other classroom equipment. May require assistance with the containment process per district policy.

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

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 by

Date

Received by

Date