

**PLANO INDEPENDENT SCHOOL DISTRICT  
Job Description**

<b>Job Title:</b>	Behavior Instructional Specialist	<b>Wage/Hour Status:</b>	Exempt
<b>Reports To:</b>	Special Education Coordinator	<b>Pay Grade:</b>	820
<b>Dept./School:</b>	Itinerant Special Education	<b>Date Revised:</b>	04/11/19

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**Primary Purpose:**

The Behavior Instructional Specialist is responsible for collaborating with the Special Education Department and school campus staff to provide support, training, and modeling/coaching for special education staff in the area of behavioral interventions for students with disabilities

**Qualifications:**

**Education/Certification:**

Master's Degree in Education/Special Education (preferred)

Valid Texas teaching certificate with required endorsements or training for subject and level assigned (or other related license, for example LSSP, SLP, BCBA)

Board Certified Behavior Analyst (BCBA) (preferred)

Crisis Prevention Institute (CPI) Trainer (preferred)

**Special Knowledge/Skills:**

Working knowledge of federal laws, state guidelines, and local district policies related to students in special education

In-depth knowledge of class-wide interventions and specialized instructional strategies for teaching students with special needs in the areas of behavior

Provide staff development sessions in the area of behavior

Work as a consultant to coach and model effective instructional, communication, and behavior intervention strategies for students with special needs

Strong organizational, communication (verbal and written), and interpersonal skills

**Experience:**

Minimum three (3) years teaching (or other school-based) experience with students with special needs (other relevant experience working directly with children with significant behavior challenges may be allowed to substitute for school-based experience)

Previous experience working with students who display significant challenging behaviors

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**Major Responsibilities and Duties:**

Assume responsibility for the organization and operation of work within the area of supporting students and staff working with special education students following federal program guidelines as directed by the district and as specified in 34 Code of Federal Regulations §300.208 (a)(1)

Provide campus consultation support through coaching/modeling or providing training (district or campus-based) to support the implementation of classroom quality indicator components (for example, developing classroom schedules, creating materials, developing procedures/expectations, reinforcement systems, etc.) for campus staff who work with students with special needs in the areas of social/emotional functioning, academics, communication, and/or behavior

Collaborate with the Special Education Leadership Team, Curriculum Coordinators, and campus staff regarding implementation of evidence-based strategies

Support consultees in the development and implementation of FBA/BIPs for students with behavioral needs

Monitor compliance with district proficiency standards and indicators

Provide support for campus staff regarding instruction of students with special needs

Collaborate with consultees to help them identify and implement evidence-based communication, social, emotional, and behavior programming

Review student's Full Individual Evaluation (FIE), Functional Behavior Assessment (FBA), or other assessment information and use the results to help consultee teachers develop accommodations/modifications, Behavior Intervention Plans (BIP), and Student Safety Plans

Obtain and maintain Crisis Prevention Institute (CPI) Texas Behavior Support Initiative (TBSI) training and coach/model to build the campus Core Team's capacity for responding to crisis situations and maintaining safety

Participate in after school debriefing as post-vention following significant crisis events or as part of weekly team meetings when supporting centralized district classrooms

Help campuses effectively implement educational programming in the least restrictive environment for students with disabilities through a well-defined system of universal, targeted, and individualized behavioral programming

Collaborate with campus staff to enhance their skills in the collection, maintenance, graphing, and analysis of students' academic and behavior data in order to monitor and evaluate student progress, intervention effectiveness, or other necessary progress documentation

Collaborate with consultees and other program related services providers to develop IEP's, FBA's, behavior intervention plans, Student Safety Plans, and support implementation of evidence-based social, emotional, and behavior interventions (in some select cases BIS staff may take primary responsibility for conducting a Functional Behavior Analysis to assist with the development of functionally-based intervention plans)

Collaborate with consultees to ensure interventions from the student's Behavior Intervention Plan, Student Safety Plan, or universal program procedures are implemented with fidelity

Promote professional improvement through reading educational journals and books, exploring educational research, participating in staff development activities, and membership in professional organizations

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Collaborate with other members of the BIS team to provide support beyond each person’s assigned campuses to meet the needs of campuses and students district-wide.

Work with parents and outside services providers to develop interventions plans to meet the students’ social, emotional, communication, and behavior needs across environments

Collaborate with campus staff to support students moving to centralized placements

Demonstrate behavior that is professional, ethical, and responsible and serve as a role model for district staff

Follow attendance policy as assigned by supervisor

Follow rules, regulations, and policies of Plano ISD and follow directives from supervisor

Perform other functions that may be assigned by the Administration and/or supervisor

**Supervisory Responsibilities:**

None

**Working Conditions:**

**Mental Demands:**

Work with frequent interruptions, interpret policy, procedures, and data; coordinate district functions; maintain emotional control under stress and in crisis situations

**Physical Demands/Environmental Factor**

Occasional district wide travel; occasional prolonged and irregular hours; frequent standing, stooping, bending, kneeling, pushing, and pulling; use of computer and repetitive hand motions; lifting up to 50 pounds; willing and able to restrain/hold/transport and utilize quick body movements as indicated in the Behavior Intervention Plan or district/program crisis protocols in the course of working with children with challenging behavior/engaging in physical aggression

**Acknowledgement:**

Any work-related experience or additional education/training resulting in acceptable proficiency levels in the above required knowledge, skills, and abilities may be an acceptable substitute for the above specified education and experience requirements at the sole discretion of District Administration.

**Approved By:** W. Noel McBee, Compensation Coordinator **Date:** 04-11-19

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties, and skills that may be required. District administration and/or supervisor has the right to add or change duties at any time. This job description supersedes all prior job descriptions for this position as well as rescinding all past and present job descriptions that do not reflect the current requirements of this position.

My signature below indicates I understand and acknowledge my job description.

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_