

**PLANO INDEPENDENT SCHOOL DISTRICT
Job Description**

Job Title:	INSPIRE Program Behavior Instructional Specialist	Wage/Hour Status:	Exempt
Reports To:	Special Education Coordinator/Director	Pay Range:	820
Dept./School:	INSPIRE Program	Date Revised:	06/01/19

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 for special education classrooms in the area of behavioral interventions for students with disabilities. The goal of the INSPIRE Program is to create a safe educational community where students with significant needs in the areas of social, emotional, behavioral, and academic skillsets can stabilize to the degree that they are able to reintegrate back into the broader school community.

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 services license, for example LSSP, SLP)

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

In-depth knowledge of specialized instruction options and strategies for teaching students with special needs in the areas of behavior

Provide staff development sessions in the area of behavior and model effective instructional and teaching strategies for students with special needs

Strong organizational, communication, and interpersonal skills

Experience:

Minimum three (3) years teaching (or other school-based) experience with students with special needs

Previous experience working with students who have significant behavior needs

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

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district and as specified in 34 Code of Federal Regulations §300.208 (a)(1)

Provide program support through modeling strategies, developing classroom schedules, creating materials, demonstrating strategies, district training sessions, etc. for campus staff of students with special needs in the area of social/emotional functioning and behavior

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

Develop and provide consultation to program staff, parents, and students about evidence-based strategies and specialized behavior programming

Support program staff in the development and implementation of FBA/BIP for students with behavioral needs

Monitor compliance with district proficiency standards and indicators

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

Collaborate with the clinical program team to design and implement evidence-based social, emotional, and behavior programming in the INSPIRE Program

Collaborate with the team of related service providers that support the INSPIRE Program (including, Special Education Counselor, In-Home Parent Trainer, Speech Therapist, Occupational Therapy, and Music Therapy)

Consult with program staff on a regular basis to discuss student progress, goals and objectives, and/or challenging behavior of students in the program.

Review each student's Full Individual Evaluation (FIE), Functional Behavior Assessment (FBA), or other assessment information and use the results to help 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 participate as a member of the program Core Team

Co-lead after school debriefing as postvention for any program crisis events

Effectively implement educational programming in the least restrictive environment for students with severe disabilities through a well-defined system of support and individualized behavioral programming

Collaborate with program staff to ensure the collection, maintenance, graphing, and analysis of students' academic and behavior data to monitor and evaluate student progress, intervention effectiveness, or other necessary program documentation

Collaborate with program staff and other program related services providers to develop IEP's, behavior intervention plans, Student Safety Plans, and support implementation of evidence-based social, emotional, and behavior interventions.

Collaborate with program staff 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

Work with parents and outside services providers to develop interventions plans to meet the students' social, emotional, and behavior needs

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Conduct a Functional Behavior Analysis to assist with the development of functionally-based intervention plans

Collaborate with program and campus staff to support students entering the program and reintegrating to their sending campus

Collaborate with program leadership team, parents, and program support staff to determine appropriate responses to student behavior in the classroom and implement discipline according to Board policies, administrative regulations, and the student's FIE/IEP

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:

Assist classroom teachers in supervising the duties of program paraprofessionals

Working Conditions:

Mental Demands:

Ability to communicate effectively (verbal and written); maintain emotional control under stress and in crisis situations

Physical Demands/Environmental Factor

Occasional district wide travel; occasional prolonged and irregular hours; work with frequent interruptions; 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

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:** 06-01-19

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 my 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: _____