



Argyle Independent School District

Job Title: Special Education District Behavior Coach/BCBA

Exemption Status/Test: Exempt

Reports to: Director Special Programs

Pay Grade: AP2

Dept./School: Assigned Campuses

Duty Days: 197

PRIMARY PURPOSE

The district behavior coach provides specialized behavioral support and consultation to improve the educational performance and social-emotional development of students with disabilities. The district behavior coach collaborates with teachers, administrators, and support staff to design and implement evidence-based behavioral interventions, promoting positive behavioral supports across school settings in compliance with state and federal guidelines.

QUALIFICATIONS

Education/Certification:

- Master's Degree preferred
- Board Certification in Behavior Analysis required

Special Knowledge/Skills:

- Knowledge of the special needs of students in multiple areas
- Knowledge of Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), Admission, Review and Dismissal (ARD) committee, Individualized Education Program (IEP) goal setting process, and implementation
- Knowledge of evidence-based prevention and intervention strategies, including behavior management
- Skill in data analysis, progress monitoring, and functional communication training
- Strong collaboration, coaching, and consultation skills
- Excellent organizational, communication, and documentation skills

Experience:

- Minimum of two years of experience working with students with disabilities, preferably in a public school setting

MAJOR RESPONSIBILITIES AND DUTIES

- Collaborate with psychologists, administrators, behavior specialists, related service staff, classroom teachers, and/or parents when a student is having difficulty in current placement to improve the effectiveness of intervention strategies.
- Provide ongoing coaching, supervision, and professional development to campus-based behavior specialists to ensure fidelity of behavior intervention practices, compliance with district and state guidelines, and alignment with evidence-based strategies.

- Collaborate with multidisciplinary teams to support students undergoing changes in placement, including active participation in transition planning, development of behavior supports, and coordination of services to ensure continuity and success across settings.
- Provide behavioral intervention support for special education students by collaborating with special education and general education teachers
- Collaborate with staff members on functional behavioral assessment and draft behavior intervention plans using evidence-based interventions based on function.
- Provide direct support to teachers in implementing behavior intervention plans and IEP goals by modeling and coaching evidence-based behavior interventions.
- Provide training and support to campus staff on data collection and analysis to evaluate student progress.
- Participate in ARD meetings when necessary.
- Maintain an active presence on campuses where cases are assigned and establish professional and supportive relationships with teaching staff and campus administrators.
- Conduct professional development to teachers and paraprofessionals on evidence-based practices for special education students for all grade levels and instructional settings throughout the school year.
- Train appropriate staff members and/or parents in effective interventions for student success.
- Facilitate good communication between parents and schools through collaborative meetings.
- Assist new teachers in room arrangement, daily schedules, classroom management, etc., when appropriate.
- Attend professional development to obtain knowledge and stay current in behavioral strategies
- Assist in providing needed behavioral resources to campuses for the benefit of special education students.
- Assist classroom teachers in developing IEP goals and objectives based on student assessment.
- Follow all district safety protocols and emergency procedures.
- Perform other duties as may be assigned by the Director of Special Programs or designee.

Other Related Duties

- Compile, maintain, and file all reports, records, and other documents.
- Comply with policies established by federal and state law, State Board of Education rule, and board policy. Comply with all district and campus routines and regulations.
- Follow district safety protocols and emergency procedures.

MENTAL DEMANDS / PHYSICAL DEMANDS / ENVIRONMENTAL FACTORS:

- Using standard office equipment, including a computer and peripherals.
- Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting.
- Regular light lifting and carrying (less than 25 pounds), possible controlling behavior through physical restraint, and assisting non-ambulatory students.
- May require district-wide travel
- Exposure to communicable diseases.
- Work with frequent interruptions; maintain control under pressure; work prolonged or irregular hours.

All employees are to follow district safety protocols and emergency procedures.

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.¹

Signature

Date

Print Name

¹ Date Revised: 04/2026

