

# Carroll Independent School District

## Job Description

JOB TITLE: **Behavior Specialist** Pay Grade: AP2  
Supervisor: Executive Director of Special Programs Employment Days: 197  
Department: Special Programs Employment Status: Exempt

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### MISSION

Building on a Dragon tradition of excellence, the Carroll Independent School District will foster a safe, caring, and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

### JOB SUMMARY

Using the knowledge and skills developed through the required education, experience, and licensure, coordinate the behavioral intervention programs throughout the district. Ensure that all staff are trained to implement correct behaviors so that IEP's are accurately followed.

### QUALIFICATIONS

#### Education/Certification

- Master's degree in applied behavior sciences, psychology, education or other related field
- Board Certified Behavior Analyst (BCBA®) preferred

#### Experience

- Five (5) years of experience working with school-aged children with moderate to severe disabilities, autism and related disorders, or other developmental delays
- Experience and training in performance of functional behavior assessments and functional analysis assessments, development of behavior intervention plans, training, and use of emergency behavioral interventions

#### Special Knowledge / Skills

- Experience developing and implementing behavioral interventions and services across school settings.
- Experience generating measurable IEP goals and using frequent data analysis as a tool for review and revision of strategies and programming.
- Knowledge of Admission, Review, and Dismissal (ARD) Committee process and experience in Individual Education Plan (IEP) development.

### MAJOR RESPONSIBILITIES

- Plan and provide appropriate individual services to students consistent with the student's Behavior Intervention Plan (BIP) and/or behavioral goals contained in Individual Education Plans (IEP).
- Assist teachers with classroom structure to facilitate instruction and behavioral strategies needed to support the student's IEPs. Provide support for integration of additional strategies as appropriate (i.e., visual schedules, social stories, reward systems, etc. as needed/requested utilizing appropriate equipment, software/technology.)

- Model the use of appropriate IEP behavior strategies and provide support and follow-up to assist implementation across settings.
- Work collaboratively with psychologists (LSSP) and other staff to establish, maintain, and evaluate effectiveness of interventions. Work to make adjustments based on review of data.
- Support teachers with modeling, strategies, and training as appropriate.
- Discuss and report student progress with LSSPs, teachers, and ARD committees when appropriate.
- Assist campus staff in the creation of an environment conducive to learning that is appropriate for the disability, the maturity level, and the interests of the students.
- Assist campus staff as they enforce school rules and administer discipline according to the Student Code of Conduct, student handbook, IEPs, and behavior intervention plans (BIP).
- De-escalate situations and model appropriate behavioral strategies to reinforce discipline and encourage development of pro-social behaviors across settings.
- Keep abreast of innovative practices and build professional learning around best practices.
- Be adaptable and flexible in acceptance of changes in techniques and procedures.
- Maintain a professional level of confidentiality regarding all district matters.
- Uphold and adhere to safety rules.
- Support the goals and objectives of the district and follow district policies.
- Perform other duties as assigned.

**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

**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

THE REFERENCED STATEMENTS DESCRIBE THE GENERAL CHARACTERISTICS, QUALIFICATIONS AND PERFORMANCE RESPONSIBILITIES OF THIS POSITION, HOWEVER, ADDITIONAL REQUIREMENTS MAY BE STIPULATED DURING THE TERM OF ASSIGNMENT.

REVIEWED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Executive Director of Human Resources)

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Assistant Superintendent for Staff & Student Services)

Date Created: 4/2015

Date(s) Revised: 12/2021