



## Campus Behavior Specialist

<b>Job No.:</b>	<b>T672</b>	<b>FLSA Status:</b>	Exempt
<b>Reports to:</b>	Lead Behavior Specialist	<b>Pay Grade:</b>	Teacher
<b>Dept./Campus:</b>	Special Programs and Services	<b>Term:</b>	197 Days

### PRIMARY PURPOSE

To proactively support student behavioral needs, including coaching, modeling, and training. To coach and support teachers and staff at the campus level in building student relationships, creating positive classroom cultures, and providing them with the tools and strategies to address challenging behaviors. Four days per week will be served on a campus and one day per week will be serving through district professional learning.

***This is a federally funded position. In addition to other specified conditions of employment, the applicant understands that no guarantee of continued employment, beyond the availability of the funds, is expressed or implied by Leander Independent School District.***

### MAJOR RESPONSIBILITIES AND DUTIES

- Assist staff in defining and measuring behavior, understanding principles of reinforcement; teaching new behavior; implementing strategies for transforming behavior; and identifying antecedents.
- Observe and provide support at classroom level regarding classroom organization, effective instruction, and identifying behavioral antecedents.
- Continually assist in supervision of students to ensure a safe, nurturing environment.
- Engage staff in the RTI process and support ongoing MTSS systems at the campus level.
- Contribute as a member of the campus crisis team who is trained in SAMA strategies.
- Attend and engage in professional learning opportunities to maintain a high level of skill and knowledge of current research and practices.
- Work cooperatively with campus administrators to support teachers in their implementation of positive behavior support in their classrooms.
- Work with other members of staff to determine behavioral goals, objectives, and methods
- Provide and seek the assistance of LISD behavior specialists as recommended to plan for instruction.
- Assist campus administrators in management of student behavior in accordance with the Student Code of Conduct and student handbook.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required according to campus/district established deadlines.
- Attend and participate in RtI, staffing, ARDs, and faculty meetings and serve on staff committees as required.
- Conduct peer conflict resolution and mediation sessions.
- Assist in creating guiding documents and alignment of structured behavioral supports on campus to provide consistency in implementation across classrooms.
- Assist in developing procedures and training for staff to enhance behavior services for students in effort to increase positive behavior.
- Conduct training in classroom management techniques to develop skills and establish effective relationships with students.
- Use data to identify trends and determine priorities and strategies to support campus staff.
- Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

## **Campus Behavior Specialist**

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- Perform other duties as assigned.

### **SUPERVISORY RESPONSIBILITIES**

- None

### **GENERAL QUALIFICATION GUIDELINES**

#### **Education/Certification/Experience:**

- Bachelor's degree in education, psychology, or a related field
- Elementary teacher certification, BCBA credential, or equivalent approved training preferred
- Experience in supporting behavioral needs of students and SAMA certification required
- Experience in supporting students in an inclusive school setting is preferred
- Experience in providing professional learning regarding effective behavioral supports is preferred

#### **Knowledge/Skills/Abilities:**

- Knowledge of trauma informed practices, relational practices, implementation of multi-tiered systems of support and crisis management.
- Knowledge of multi-tiered systems of support; special education law and regulations; and human development and learning theories, including TBRI (Trust-Based Relational Intervention).
- Ability to effectively review and analyze student data to determine needs.
- Ability to collaborate with varied campus and district teams, communicate effectively with administrators, plan and implement campus wide behavior professional development.

#### **Mental/Physical/Environmental Demands**

*The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.*

- Needs to move about inside the classroom or campus to monitor students as necessary.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.
- Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
- Occasional prolonged and irregular hours.
- Potential exposure to bodily fluids and communicable diseases.
- Ability to organize and prioritize own work schedule on short-term basis.
- Ability to compose material such as detailed reports, work-related manuals, publications of limited scope or impact and to make presentations outside of the immediate work area.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- May be required to lift 50-80 pounds unassisted.
- May be required to lift 81-200 pounds assisted.
- Use standard office equipment including personal computer and peripherals.
- Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching.
- Work with frequent interruptions.
- Maintain composure and professionalism at all times.