

SPECIAL EDUCATION TEACHER, BEHAVIORAL

Rev. Jun 2022

Job No.: T608

Reports to: Principal

Dept./Campus: Assigned Campus

FLSA Status: Exempt

Pay Grade: Teacher Salary Scale

Term: 187 Days

PRIMARY PURPOSE:

To provide special education students who have been identified to need specific behavioral supports with appropriate learning opportunities and experiences in the area of social skills and behavior to help them fulfill their potential for emotional, social, and intellectual growth. Develop or modify curricula and prepare lessons and other instructional materials to student ability levels. Work in self-contained, team, departmental, or itinerant capacity as assigned. **This position may be contingent upon funding in whole or in part through state or federal grants.**

MAJOR RESPONSIBILITIES AND DUTIES

- Collaborate with students, parents, and other members of staff to develop an appropriate IEP through the ARD Committee process for each student assigned.
- Develop and implement social skills lesson plans for assigned students and show written evidence of preparation.
- Collect data on student progress and use the results to plan/modify social skills lessons and behavioral interventions.
- Provide measurable progress monitoring data in accordance with LISD and special education guidelines.
- Work cooperatively with general education teachers to provide feedback and guidance on implementation of students' IEP with specific focus on behavioral strategies.
- Participate in ARD committee meetings on a regular basis and prepare and present information about each student assigned.
- Work collaboratively with the assigned LSSP and other members of staff to determine goals, objectives, and behavioral interventions.
- Conduct ongoing assessment of student achievement through formal and informal testing.
- Provide and seek assistance for students who are not making behavioral progress as expected. Seek the assistance of LISD specialists if needed.
- Manage student behavior and administer discipline. This includes intervening in crisis situations and physically restraining students in accordance with federal and state law.
- Pass Satori Management of Physical Aggression (SAMA) training if attendance is required by the district.
- Complete Texas Behavior Support Initiative Training (TBSI) within the time period assigned by the district.
- Help students analyze and improve social skills and coping strategies.
- Provide or supervise personal care and/or delegated health services, as stated in the IEP. (SHARS)
- Be a positive role model for students and support the mission of LISD.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Assist in selection of social skills materials, books, equipment, and other instructional materials.
- Set and maintain standards of classroom behavior.
- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Communicate student strengths and challenges to parents according to campus/district guidelines.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Participate in staff development activities to improve job-related skills.

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- Compile, maintain, and file all physical and computerized reports, records, and other documents required according to campus/district deadlines established.
- Attend and participate in faculty meetings and serve on staff committees as required.
- Demonstrate regular and prompt attendance to ensure a consistent focus on assigned students.
- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- Supervise assigned instructional assistants and beginning teacher(s) as needed.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Bachelor's degree from accredited university.
- Valid Texas teaching certificate with required special education endorsement appropriate to subject and grade level assigned.
- Experience in student teaching, internship, fieldwork, observation, and all other placements required by universities or state approved programs for certification.

Knowledge/Skills/Abilities:

- Knowledge of special needs of students in assigned area; Admission, Review, and Dismissal (ARD) Committee process and Individual; Education Plan (IEP) goal setting process and implementation; curriculum; and instruction.
- Ability to present information accurately and clearly; manage multiple priorities and projects; and instruct students and manage their behavior.

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.

- May be exposed to outdoor weather conditions during portions of work day.
- 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 requires lifting up to 25 pounds.
- Occasional prolonged and irregular hours.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize work schedules of others on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Maintain composure and professionalism at all times.