

JOB DESCRIPTION

Job Title: Behavior Coach

Original Date: June 2014

Revised Date: April 8, 2025

Reports to: School Principal

Department: Teaching & Learning
Department

Supervises: Behavior Aide or Behavior Technician

Basic Function and Scope of Responsibilities:

Under the direction of the Building Principal, the Behavior Coach supports school-wide and classroom-based behavior practices by modeling Tier 1 interventions, coaching staff, and promoting a positive school climate. The role also includes implementing Tier 2 supports such as small groups and check-in/check-out systems, and leading the development of Tier 3 behavior plans for students needing intensive intervention. The Behavior Coach collaborates with staff, families, and community partners to align behavior strategies with the district's mission of fostering student growth and success.

Essential Functions:

- Provide training and coaching to teachers and staff on Tier 1, 2, and 3 behavior management strategies and in effective behavior practices for students in general and special education.
- Collect, analyze and interpret behavioral data to support students and staff.
- Guide staff in the planning, modeling, and development of behavioral support strategies / plans.
- Maintains a high level of visibility with students, teachers, and community.
- Assists the building administrator with student discipline.
- Attends meetings as requested.
- Observes student behaviors in classroom, gives written input regarding interventions, and monitors progress of students and staff.
- Helps to coordinate and support teachers with academic/behavior skill lessons.
- Participates in Ukeru and/or Crisis Prevention Intervention (CPI) when needed.
- Prepares and maintains records and reports as required for compliance with district, state, and federal, requirements.
- Provides Tier 2 for students with behavioral difficulties to practice appropriate social skills in a structured setting.
- Supports students in specialized programs as needed.
- Develop and implement individualized behavior intervention plans.
- Supports teachers, both general and special educators, administrators, other related service staff, and families.
- Teaches behavior skills individually or in small groups to students as needed.
- Collaborates with external agencies that provide counseling or therapeutic services in which students may be engaged.
- Works directly with parents advising them of school problems and solutions.
- Performs other duties as assigned.

Reasonable accommodations may be made to individuals with disabilities.

***EDUCATION REQUIREMENTS:** (R) if required or (P) if preferred

Bachelor's Degree or Master's Degree in Social Work, Counseling, Psychology, Behavioral Science, Applied Behavior Analysis or Related Field OR Bachelor's degree, Master's Degree or Teacher Certification in Education/Special Education or Administration (R)

***EXPERIENCE, AREA(S) OF STUDY, AND/OR LICENSURE(S):** (R) if required or (P) if preferred

Valid Arizona teaching certificate(s) (P)

Valid Fingerprint Clearance Card (R)

***KNOWLEDGE AND SKILLS:** (R) if required or (P) if preferred

- Knowledge of applicable federal, state, and local laws, codes, rules, regulations, statutes, policies and procedures (R)
- Knowledge of current issues and practices pertinent to assigned areas (R)
- Knowledge and experience in development and execution of educational programs (R)
- Demonstrated ability to work effectively in a team setting (R)
- Outstanding written and oral communication skills (R)
- Outstanding interpersonal skills (R)
- Skill in operating a personal computer utilizing a variety of software applications (R)
- Skill in leadership, training and decision making (R)
- Knowledge and skill in creating and implementing a individualized behavior intervention plan (P)

*Such alternatives to the above as the Board may find appropriate and acceptable.

PHYSICAL ACTIVITIES AND VISUAL ACUITY:

The usual and customary methods of performing the jobs functions require the following physical requirements: Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. The physical activities include: climbing, balancing, stooping, kneeling, crouching, crawling, reaching, standing, walking, pushing, pulling, lifting, fingering, grasping, feeling, talking, hearing, and repetitive motions.

The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal and extensive reading.

WORKING CONDITIONS:

None: The worker is not substantially exposed to adverse environmental conditions (as in typical office or administrative work).

TERMS OF EMPLOYMENT:

Exempt: Certified Teacher Contract

Salary and employment terms based on the Certified Teacher Placement Chart as established by the Governing Board.

EVALUATION:

Performance of this job will be evaluated annually in accordance with District policy.

DISCLAIMER:

The above job description is meant to describe the general nature and level of work being performed; it is not intended to be construed as an exhaustive list of all responsibilities, duties and skills required for the position.

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor in compliance with Federal and State Laws.

Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the employee must possess the abilities or aptitudes to perform each duty proficiently. Such alternatives to the above qualifications as the Board may find appropriate and acceptable Bottom of Form