

White Settlement ISD

Job Title: Behavior Coach
Reports to: Coordinator of Student Services
Dept./School: Behavior Alternative Campus

Primary Purpose:

To provide support and services designed to assist in the implementation of behavior and social programs for students with behavioral difficulties to include consultation with staff, parents and students, completion of functional behavior assessments, assistance in the development of behavior intervention plans, assistance with designing appropriate individualized behavioral recommendations for students, assistance with the development and implementation of evidence-based behavior programs, modeling specialized strategies, and providing professional development for staff and learning opportunities for parents.

Qualifications:

Education/Certification:

- Valid Texas teaching certificate Special Ed and General Ed with required special education endorsements for assignments
- Minimum of 3 years Special Education teaching experience
- Masters level in Education or related field
- Certification in Nonviolent Crisis Intervention and Texas Behavior Support Initiative, preferred
- BCBA Certification preferred

Special Knowledge/Skills:

- Demonstrate ability to intervene in a crisis situation and physically restrain students as necessary
- Demonstrate expertise in teaching the Texas Essential Knowledge and Skills (TEKS)
- Exhibit effective interpersonal skills and willingness to work collaboratively with classroom teachers and parents
- Demonstrate effective coaching, problem solving and conferencing skills
- Express a commitment to professional growth and learning
- Demonstrate understanding of federal and state special education laws
- Demonstrate knowledge of autism sempectrum disorder and research based behavior support models
- Demonstrate knowledge of emotional disturbance and research based behavior support models
- Expertise in the development and implementation of behavior intervention plans, strategies, and tools
- Expertise in the development and implementation of visual strategies for student support
- Thorough understanding of the components of a positive behavior support system
- Excellent organization and communication skills
- Knowledge and understanding of in-home and parent training requirements, needs assessments, and implementation of services
- Knowledge of developing and implementing effective and appropriate in-home training plans

- Ability to write standards-based, measurable and attainable goals and objectives for social and behavioral skills
- Expertise in the design, development and implementation of a highly structured instructional classroom which relies heavily on visual supports and strategies
- Expertise in the design, development and implementation of a highly structured behavior classroom which relies heavily on appropriate behavior supports, interventions, and strategies.
- Knowledge of Admission, Review, and Dismissal (ARD) committee process
- Thorough understanding of Manifestation Determination Reviews, and Individual Education Plans (IEP)
- Legal requirements and consideration for MDRs

Experience:

- Minimum of 3 years of teaching experience in a special education setting with behavioral disabilities
- Experience in working with special education students identified with behavioral, emotional, and social disabilities
- Experience in completing functional behavior assessments
- Experience in developing and monitoring behavior intervention plans
- Experience in dealing with extreme behavioral issues at all instructional levels

Major Responsibilities and Duties:**Instructional Coaching**

1. Conduct functional behavior assessments
2. Collaborate with other professional staff members
3. Facilitate the development and implementation of behavior intervention plans
4. Assess and implement home/school behavior intervention support models
5. Provide staff development focusing on students with difficult behaviors and related topics
6. Provide interventions for students with difficult behavior
7. Train and coach paraprofessionals assigned to students with difficult behaviors
8. Support campus administrators with discipline related issues, including the MDR process
9. Support the implementation of an instructional, therapeutic, and/or skill development program for assigned students and show written evidence of effectiveness

Communication

1. Establish and maintain open communication with parents, campus staff members, and students
2. Maintain a professional relationship with all staff
3. Use effective communication skills to present information accurately and clearly

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Professional Growth and Development

1. Participate in professional development activities to improve behavior intervention skills
2. Maintain CPI certification

Other

1. Keep informed of and comply with state, district, and school regulations and policies
2. Compile, maintain, and file all physical and computerized reports, records, and other documents required
3. Maintains a caseload of students on behavior intervention plans including the dates of functional behavioral assessments, manifestation determination reviews, In-Home Training, Parent Training and more restrictive environment interventions.
4. Other duties as assigned

Supervisory Responsibilities:

None

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

- Maintain emotional control under stress.
- Occasional prolonged or irregular hours.
- Daily travel between campuses.
- Frequent standing, stooping, bending, kneeling, pushing, and pulling may be required to control behavior through physical restraint.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____
