



HIGHLAND PARK ISD

Office of Human Resources

Job Title: Behavior Specialist

Exemption Status/Test: Exempt/Professional

Reports to: Director of Special Programs

Pay Grade/Days: AP02/210 days

Dept./School: Special Programs

Date Revised: September 2025

PRIMARY PURPOSE:

Provide support and training for teachers, staff, and parents to address and manage children with challenging behaviors.

QUALIFICATIONS:

Education/Certification:

Bachelor's degree from accredited university with emphasis in special education, psychology, behavioral studies, sociology, or a related field required.

Master's Degree with emphasis in special education, autism, Applied Behavior Analysis (ABA) or other similar certification/degrees (preferred)

Experience and/or training in ABA, TEACCH, VB-MAPP (preferred) Crisis Prevention Institute (CPI) Trainer (preferred)

Valid Texas teaching certificate with required special education endorsements for assignments

Knowledge/Skills/Abilities:

Knowledge of special needs of students specifically in the area of autism and behavioral concerns
Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education

Plan (IEP) goal setting and implementation

Knowledge of federal, state and local guidelines related to students in special education

Knowledge of behavior and social skill intervention techniques and methodology Ability to work with students with pervasive developmental disabilities

Ability to consult with others to develop and expand student communication skills, and reduce undesired behaviors that interfere with learning

Ability to develop and deliver training to adult learners

Strong organizational, communication (verbal and written), and interpersonal skills

Experience:

3 years experience working with special needs students

- special education teacher or
- other relevant experience working directly with children with significant behavior challenges may be allowed to substitute for school-based experience

Experience providing in-home training/parent training (preferred)



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MAJOR RESPONSIBILITIES AND DUTIES:

Instructional and Program Management

1. Collaborate with teachers to design and develop behavioral intervention plans (BIP) and provide support to instructional staff in implementing BIPs and classroom management strategies.
2. Conducts student observations for the purpose of the development of programming and instructional strategies.
3. Works with parents and outside services providers to develop interventions plans to meet the students' social, emotional, communication, and behavior needs across environments
4. Documents findings, actions taken, and/or recommendations made regarding areas of service and maintains records for the purpose of meeting various state and federal mandates
5. Collaborates with campus staff to enhance their skills in the collection, maintenance, graphing, and analysis of student academic and behavioral data in order to monitor and evaluate student progress, intervention effectiveness, or other necessary progress documentation
6. Participates in after school debriefing as post-vention following significant crisis events or as part of weekly team meetings when supporting centralized district classrooms
7. Collaborates with campus staff to support students moving to centralized placements
8. Monitor the effectiveness of behavior intervention plans and recommend changes as needed.
9. Conduct functional behavioral assessment (FBA) based on observation of students in school, home, and community environments. Work with school staff and parents in teaching socially acceptable behaviors to students based on individual needs.
10. Participate in admission, review, and dismissal (ARD) committee meetings. Work collaboratively with parents, teachers, and other staff members to ensure success in meeting individual educational plan (IEP) goals.
11. Manage student behavior and administer discipline including intervening in crisis situations and physically restraining students as necessary according to IEP.
12. Coordinates efforts/resources with community resource groups for the purpose of assisting families with reach-around services and programming

Training and Staff Development

13. Identify staff development needs, develop and present training, and coach campus personnel to continually develop and enhance behavioral assessment and intervention skills.
14. Provide communication and behavior management training for parents as needed.
15. Coordinates efforts/resources with community resource groups for the purpose of assisting families with services and programming
16. Collaborate with the Special Education Leadership Team to evaluate, improve and supplement programs and services for students with disabilities.

Other

17. Consult with district and outside resources regarding education, social, medical, and personal needs of students.
18. Demonstrates behavior that is professional, ethical, and responsible as a role model for district staff.
19. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.



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20. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
21. Keep informed of and comply with federal, state, district, and school regulations and policies for special education.
22. Perform other duties as assigned by the Director of Special Programs to ensure the efficient and effective functioning of the department and program.

Supervisory Responsibilities:

None.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

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, work outside; regular exposure to noise; exposure to biological hazards

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; may work prolonged or irregular hours

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.

Employee Name (printed): _____

Employee Signature: _____ Date: _____