HIGHLAND PARK ISD

Office *of* Human Resources

Job Title: Positive Behavior Support Specialist

Exemption Status/Test: Exempt

Reports to: Principal

Pay Grade/Days: Teacher/187

Dept./School: Assigned Campus

Date Revised: July 2025

PRIMARY PURPOSE:

The PBS Specialist promotes positive student behavior by designing and guiding intervention systems, while providing direct support to both special education and general education teachers. The role fosters inclusive learning environments that build student success academically, socially, and emotionally.

QUALIFICATIONS:

Education/Certification:

Bachelor's degree from accredited university
Master's degree from accredited university (preferred)
Valid Texas teaching certificate with required special education endorsements for assignment

Knowledge/Skills/Abilities:

Knowledge of special needs of students in behavior settings
Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation
Knowledge of how to adapt curriculum and instruction for special needs
System design and support for complex behavioral needs

Experience:

Student teaching, approved internship, or related work experience
Previous experience working with complex behaviors

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Strategies

1. Collaborate with students, parents, and other members of staff to develop IEPs through the ARD Committee process for each student assigned.
2. Designs and supports implementation of BIPs.
3. Trains and coaches teachers and staff in PBS.
4. Analyzes school-wide or individual behavioral data.
5. Works with individual students on complex behavior needs
6. Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
7. Conduct assessment of student learning styles. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.

8. Present subject matter effectively and according to guidelines established by IEP. Employ a variety of instructional techniques and media including technology to meet the needs and capabilities of each student assigned
9. Work cooperatively with classroom teachers to modify regular curricula as needed
10. Participate in ARD Committee meetings on a regular basis.
11. Participate in selection of books, equipment, and other instructional media.

Student Growth and Development

12. Conduct ongoing assessments of student achievement through formal and informal testing.
13. Provide or supervise personal care, medical care, and feeding of students as stated in IEP.
14. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
15. Consult district and outside resource people regarding education, social, medical, and personal needs of students.

Classroom Management and Organization

16. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
17. Manage student behavior and administer discipline including intervening in crisis situations and physically restraining students as necessary according to IEP.
18. Consult with classroom teachers regarding management of student behavior according to IEP.
19. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
20. Plan and assign the work of teacher aide(s) and volunteer(s) and oversee completion.

Leadership

21. Provide instructional leadership and support for the campus self-contained program, ensuring alignment with district expectations and individualized student needs.
22. Collaborate with campus and district staff to mentor and develop self-contained team members, including paraprofessionals, through modeling, feedback, and professional learning.
23. Monitor and support the implementation of best practices in self-contained instructional programming, including behavior intervention strategies, data collection systems, and compliance with IEPs.

Other

24. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
25. Maintain professional relationships with parents, students, and colleagues.
26. Participate in staff development activities to improve job-related skills.
27. Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.
28. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
29. Attend and participate in faculty meetings and serve on staff committees as required.
30. Follow district safety protocols and emergency procedures.

Supervisory Responsibilities:
Direct the work of instructional aide(s).

Mental Demands/Physical Demands/Environmental Factors:
Tools/Equipment Used: Standard office equipment including personal computer and peripherals
Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting
Motion: Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching
Lifting: Occasional light lifting and carrying (less than 15 pounds)
Environment: May work prolonged or irregular hours
Mental Demands: Work with frequent interruptions; maintain emotional control under stress

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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: _____