

Killeen Independent School District Job Description

Job Title: Behavior and Autism Specialist
Reports To: Coordinator for Special Education Campus Operations
FLSA Status: Exempt

SUMMARY

Works with school staff, families, and students with autism and/or behavior concerns to create an appropriate individualized program that will enable students to make progress in their educational program.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

Conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans.

Assists campuses with the development of a conducive learning environment for students with autism spectrum disorder (ASD).

Assists campuses with the development and implementation of positive behavior support, intervention techniques, and positive behavior support plans.

Supports campus progress monitoring as needed and makes recommendations for ongoing services and supports.

Observes, consults, and trains teachers in developing and implementing classroom positive behavior supports and individual student Behavior Intervention Plans.

Observes students in various educational settings at school in order to provide recommendations regarding instructional placement, instructional strategies, accommodations and modifications.

Provides guidance to facilitate coordination between general and special education and make recommendations for the student's Individualized Educational Plan (IEP).

Participates in ARDC meetings as necessary.

Assists the district in the selection and implementation of appropriate instructional resources and evaluation instruments for students with behavior concerns and/or ASD.

Compiles, maintains, and files all reports, records, and other required documents to include but not limited to inputting evaluations, daily session notes, progress reports, and maintaining documentation for Medicaid Billing, as necessary, into the KISD information management system.

Prepares and maintains a database of referrals and evaluations for each school assigned.

Keeps informed of and complies with federal, state, district, and school regulations and policies while maintaining all required documentation.

Communicates and interacts with students, parents, staff and the community in a professional manner while maintaining the confidentiality of the students.

Develops and conducts professional learning on a variety of behavior topics (which may include Functional Behavior Analysis; Behavior Intervention Plans; positive behavior supports; and remediation of behavioral, social, or personal problems of students).

Provides targeted support to teachers regarding data collection and the use of positive behavior support and intervention techniques and instructional methodologies to educational staff.

Collaborates with the Special Education Coordinators in assuring appropriate educational programming for students.

Conducts trainings to support district compliance with the Texas Behavior Support Initiative (includes Nonviolent Crisis Intervention).

Participates in campus meetings regarding student restraints as needed.

Performs other duties as assigned.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION and/or EXPERIENCE

Bachelor's degree with additional training and knowledge of students with behavioral disorders and autism. Three years special education teaching experience, preferably in a self-contained setting.

CERTIFICATES, LICENSES, REGISTRATIONS

Special education teaching certification.

LANGUAGE SKILLS

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before staff, students and parents.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to walk and reach with hands and arms. The employee is occasionally required to stand; sit; use hands to finger, handle, or feel; and stoop, kneel, crouch, or crawl. The employee will occasionally lift or carry (45 pounds or more) and positioning of students with physical disabilities, controlling behavior through physical restraint, assisting non-ambulatory students, and lifting and moving adaptive equipment; may work prolonged or irregular hours. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

WORK ENVIRONMENT

While performing the duties of this job, the work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Frequent district-wide travel to multiple campuses as assigned. The noise level in the work environment is usually quiet/moderate.

Revised Date: February 11, 2019

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