GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION

Job Title: Behavior Specialist
Exemption Status/Test: Exempt
Reports to: Principal
Pay Grade: 103 (197 Days)
Dept./School: Early Childhood Center
Date Revised: 06/11/2024

Primary Purpose:

The behavior specialist is a critical lever in developing the social and emotional competencies required for school readiness and success in life. They are responsible for supporting a high-quality, school-wide Social Emotional learning framework. Their role is to collaborate with staff and administrators to plan and provide behavior-related services for students. They will provide intervention to eliminate or reduce behavior problems resulting from impairments that interfere with students' ability to derive benefit from the educational program. The behavior specialist also provides professional development for early childhood educators and enhances the overall quality of a supportive and enriching environment for young learners. This is not a supervisory position and does not include evaluation of colleagues.

Qualifications:

Education/Certification:

Bachelor's Degree
Valid Texas teaching certificate or related certification/license

Preferred Experience and Skills:

Certification in SEL, Board Certified Behavior Analyst or related field
English as a Second Language (ESL) certification
Principal certification
Three or more years of experience as a Prekindergarten or Kindergarten classroom teacher or
Three or more years of experience in classrooms for students who demonstrate difficulty regulating behaviors and/or emotions or
Three or more years of experience in a setting with students who demonstrate difficulty regulating behaviors and/or emotions
Knowledge of intervention strategies for students with behavioral/emotional disorders issues
Knowledge of early childhood development, social and emotional milestones, and evidence-based social and emotional practices
Strong interpersonal and communication skills

Major Responsibilities and Duties:

1. Provide direct social and behavioral support to children, including modeling for teachers and staff, teaching social skills, and implementing social and behavior modification techniques.
2. Facilitate the development of behavior intervention plans, goals and assessment timelines, and behavior contracts for designated students.
3. Provide intervention program for designated students, as appropriate.

4. Work with families to reinforce social, emotional, and behavioral strategies at home and build a strong home-school partnership.
5. Collaborate with families, teachers, and other professionals to ensure a consistent approach to social, emotional, and behavioral management across settings.
6. Stay informed about the latest research, methodologies, and best practices in early childhood social, emotional, and behavioral intervention to enhance professional knowledge and skills.
7. Assist with the development and implementation of a structured Social and Emotional Learning curriculum tailored to the needs of early childhood.
8. Integrate social and emotional strategies into existing educational programs, daily routines and classroom activities.
9. In collaboration with the counselor, develop and implement tools for assessing the social, emotional, and behavioral needs of children.
10. In collaboration with the counselor, monitor and assess the effectiveness of social, emotional and behavioral interventions and adjust strategies as needed.
11. Track and report on students' progress in social and emotional development.
12. Serve as a member of the ARD committee, as needed.

Policies, Reports and Law

13. Assist with the collection, processing, and distribution of at-risk data for students assigned to Title I campuses.
14. Assist with the compilation, maintenance, and file all reports, records, and other documents required. Ensure that accurate at-risk data is reported to the respective Title I campuses.
15. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.

Other

16. Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
17. Follow district safety protocols and emergency procedures.
18. Perform other duties as assigned.

Working Conditions:

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, frequent keyboarding and use of mouse; occasional reaching
Lifting: Occasional light lifting and carrying (less than 15 pounds)
Environment: Travel between assigned campuses; may work prolonged or irregular hours
Mental Demands/Physical Demands/Environmental Factors: Work with frequent interruptions; Maintain emotional control under stress

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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.

Employee Signature _____ Date _____