

**JOB TITLE:** Teacher, Behavior Support and Intervention (BSI) **STATUS:** Exempt

**REPORTS TO:** Principal

**TERMS:** Per State Requirement

**DEPARTMENT:** Campus Assigned

**PAY GRADE:** Teacher Pay Range

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**PRIMARY PURPOSE:**

Provide students with emotional and behavioral disorders appropriate behavior instruction and intervention designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.

**QUALIFICATIONS: Education:**

Bachelor's degree from accredited university

Valid Texas teaching certificate with required endorsements for subject and level assigned

Acquire and maintain Crisis Prevention Intervention certification

Special Education Certification

**Special Knowledge/Skills:**

Knowledge of behavior principles and ability to use this knowledge in determining effective strategies, reinforcement schedules, and consequences

Ability to remain calm, non-reactive, consistent and positive when a student demonstrates misbehavior

Ability to effectively instruct students in social skills development and behavior strategies

Ability to establish student and teacher rapport

Knowledge of data collection and process for analyzing data

General knowledge of curriculum and instruction

Strong organizational, communication, and interpersonal skills

**Experience:**

At least one year of experience working with children in a behavior program preferred

**MAJOR RESPONSIBILITIES AND DUTIES**

1. Develop and implement positive behavioral strategies that fulfill the requirements of district's behavior program.
2. Prepare lessons and provide direct instruction on social skills and coping strategies aligned to behavior intervention plan and/or behavior goals and objectives.
3. Develop behavior intervention plans based on functional behavioral assessment and data as needed.
4. Evaluate individual student progress based on behavioral data collection.
5. Assist in managing the behavior of student and crisis intervention, including restraining for dangerous physical behavior as needed.
6. Participate as a member of the Admission, Review, and Dismissal Committee and make sound recommendations based on the individual needs of students.
7. Work cooperatively with general education teachers to modify or accommodate the curriculum, instructional techniques, and/or classroom behavior expectations as needed for special education students according to guidelines established in Individual Education Plans (IEP) or MTSS.
8. Work with other members of staff to determine behavioral goals, objectives, and methods according to district requirements.
9. Provide behavior intervention strategies such as social skills, check in/out, for students in Tier 2 or Tier 3 for

behavior.

10. Supervise students' behavior throughout the school day, both inside and outside of the classroom including but not limited to the lunchroom, bus duty, hallways, and outdoor instructional areas.
11. Monitor student performance both academically and behaviorally.
12. Conduct case management duties according to Special Programs' policy and procedures.
13. Be a positive role model for students and support the mission of the school district.
14. Create a classroom environment conducive to learning and appropriate for the physical, social and emotional development of students.
15. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
16. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
17. Maintain a professional relationship with colleagues, students, parents, and community members.
18. Use effective communication skills to present information accurately and clearly.
19. Participate in staff development activities to improve job-related skills.
20. Keep informed of and comply with state, district, and school regulations and policies for classroom teachers.
21. Compile, maintain, and file all reports, records, and other documents required.
22. Attend and participate in faculty meetings and serve on staff committees as required.
23. Perform other duties as assigned.

**MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS:**

**Tools/Equipment Used:** Personal computer and peripherals; standard instructional equipment; [P.E. teachers: automated external defibrillator (AED)]

**Posture:** Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting

**Motion:** Frequent walking

**Lifting:** May require regular 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; may work prolonged or irregular hours

**Environment:** Work inside, may work outside; regular exposure to noise

**Mental Demands:** Maintain emotional control under stress; work prolonged or irregular hours

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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, duties, and skills that may be required.

I have read and understand the responsibilities and duties required for this position as outlined above. I understand the duties and can perform all essential job functions listed above.

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Printed Name

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Signature

\_\_\_\_\_  
Date