

Dumas ISD
Special Ed Transition Coordinator
Job Description

Job Title: Behavioral Specialist
Reports to: Special Ed Director
Dept./School: Central Office: all campuses

Wage/Hour Status: Exempt
Pay Grade: 7
Date Revised:8/13/09

Primary Purpose:

To collaborate with staff, students, and parents to provide support to teachers and other staff for students with/out disabilities who are experiencing severe behavior problems.

Qualifications:

Education/Certification:

Bachelor's degree from accredited university
Valid Texas teaching certificate with required special education endorsements for assignments
Master's Degree preferred
Two years teaching experience preferred

Special Knowledge/Skills:

Experience with students who have emotional disturbances and/or autism
Knowledge of special needs of students in assigned area
Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation
General knowledge of curriculum and instruction
Mentoring abilities to provide support and assistance to teachers/staff

Experience:

Two years teaching experience

Major Responsibilities and Duties:

Instructional Strategies

1. Work with the ARD committee in developing, implementing, and monitoring behavior management plans and/or functional behavior assessments for students in special education.
2. Develop, implement, and monitor behavioral IEPs as appropriate.
3. Provide or arrange for parent and in-home training for students with eligibility of autism as determined by the ARD committee.
4. Train parents and staff in behavioral and communicative techniques.
5. Act as a liaison between the home and school.
6. Provide crises intervention support for students, teachers, and administrators.
7. Collaborate with campus counselors to provide support for students and staff.
8. Provide staff development in social skills training and behavior intervention strategies.
9. Provide supportive techniques to school staff to prevent students with disabilities from entering a more restrictive environment.
10. Facilitate transition from more restrictive to less restrictive environments.
11. Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.

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Student Growth and Development

12. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
13. Work cooperatively with classroom teachers to modify regular curricula as needed and assist special education students in regular classes with assignments.
14. Conduct assessment of student learning styles and use results to plan for instructional activities
15. Conduct ongoing assessments of student achievement through formal and informal testing.
16. Be a positive role model for students; support mission of school district.

Classroom Management and Organization

17. Help to create classroom environments conducive to learning and appropriate for the physical, social, and emotional development of students.
18. Manage student behavior and administer discipline. This includes intervening in crisis situations and physically restraining students as necessary according to IEP.
19. Consult with classroom teachers regarding management of student behavior according to IEP.
20. Consult district and outside resource people regarding education, social, medical, and personal needs of students.
21. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
22. Assist in selection of books, equipment, and other instructional materials.

Communication

23. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
24. Maintain a professional relationship with colleagues, students, parents, and community members.
25. Use effective communication skills to present information accurately and clearly.

Other

26. Follow-up on students who have been referred to the behavior specialist.
27. Participate in staff development activities to improve job-related skills.
28. Keep informed of and comply with federal, state, district, and school regulations and policies.
29. Compile, maintain, and file all physical and computerized reports, records, and other documents required.
30. Attend and participate in faculty meetings and serve on staff committees as required.

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Supervisory Responsibilities:

Supervise assigned teacher aide(s).

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Must have the ability to perform occasional prolonged and irregular hours. Must have the ability to travel throughout the district.

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.

Approved by: _____

Date: _____

Reviewed by: _____

Date: _____