



George County School District

Positive Behavior Specialist Job Description

Job Purpose

The Positive Behavior Specialist provides leadership, training, and collaborative support to administrators, teachers, assistants, and support staff in implementing effective behavioral practices for students with social, communication, behavioral, and learning challenges. The specialist designs, implements, and monitors behavior intervention strategies to improve student outcomes and promote positive behavior within the school environment. This role focuses on reducing exclusionary discipline and supporting student success through the use of Positive Behavioral Interventions and Supports (PBIS), Applied Behavior Analysis (ABA), and evidence-based behavioral practices. The Positive Behavior Specialist collaborates with school staff, parents, and multidisciplinary teams to ensure that behavioral supports are aligned with Individualized Education Programs (IEPs), legal requirements, and district expectations while fostering a safe, inclusive, and supportive learning environment.

Knowledge, Skills, and Abilities

- Demonstrates understanding, patience, and respect when working with students with exceptional needs across varied age groups.
- Demonstrates knowledge of Applied Behavior Analysis (ABA) and behavioral science principles, including the functions of behavior such as escape, attention, tangible, and sensory.
- Demonstrates ability to work effectively with students exhibiting challenging or inappropriate behaviors and support staff working with these students.
- Demonstrates knowledge of positive behavior interventions, PBIS frameworks, and restorative practices.
- Demonstrates knowledge of strategies used to design, implement, and monitor behavior intervention plans for students with autism and other behavioral challenges.
- Demonstrates knowledge of crisis prevention and de-escalation techniques and the ability to remain calm during behavioral crises.
- Demonstrates knowledge of applicable laws, policies, procedures, and guidelines governing special education and behavior interventions, including IDEA requirements for Functional Behavioral Assessments.
- Demonstrates knowledge of assessment and analysis procedures including functional behavior assessments, ecological analysis, and systematic observation.
- Demonstrates ability to collect, analyze, and interpret behavioral data to determine trends and evaluate intervention effectiveness.
- Demonstrates ability to provide coaching, consultation, and professional learning for school staff on behavior management strategies.
- Demonstrates ability to understand, follow, and communicate oral and written directions clearly and effectively.
- Demonstrates knowledge of data tracking, record management, and reporting procedures.
- Demonstrates ability to maintain accurate records, documentation, and reports.
- Demonstrates knowledge of the Individualized Education Program (IEP) process and collaboration with multidisciplinary teams.
- Demonstrates effective interpersonal skills and the ability to establish and maintain positive working relationships with students, staff, parents, and community partners.
- Demonstrates knowledge of proper English usage, grammar, vocabulary, spelling, and punctuation.
- Demonstrates flexibility, adaptability, and openness to change while maintaining professional responsibilities.
- Demonstrates proficiency with standard computer applications including word processing, data entry, and reporting systems.

Minimum Qualifications

- Master's degree preferred in Special Education, Education, School Psychology, Applied Behavior Analysis, Counseling, Social Work, or a related field from an accredited college or university.
- Valid Mississippi Educator License (Class AA or higher preferred). Possible relevant endorsements may include Special Education (e.g., 207 Mild/Moderate Disabilities, 208 Emotional Disabilities, 211 Autism, 212 Intellectual Disabilities) or related service endorsements depending on assignment.
- BCBA (Board Certified Behavior Analyst) or RBT (Registered Behavior Technician) certification preferred.

- Certification in a recognized de-escalation or crisis prevention program such as CPI, Mandt, or Right Response preferred.
- Minimum of three (3) years of successful experience working with students with significant behavioral challenges in a K-12 educational setting preferred.
- Experience with PBIS, MTSS, and behavior intervention systems preferred.

Duties and Responsibilities

- Demonstrates prompt and regular attendance.
- Provides training, technical assistance, and educational resources to administrators, teachers, and support staff regarding effective behavior management systems and interventions.
- Works directly with students to support behavioral goals and implement individualized behavior intervention programs.
- Conducts Functional Behavioral Assessments (FBA) to determine the underlying causes of challenging behaviors.
- Develops and monitors Behavior Intervention Plans (BIP) and ensures effective implementation in classroom settings.
- Collects and analyzes behavioral data through direct observation and collaboration with classroom staff to evaluate student progress and intervention effectiveness.
- Recommends and assists with instructional and environmental modifications to promote positive student behavior.
- Participates as an active member of the IEP team and presents behavioral data and recommendations during meetings and conferences.
- Provides consultation to administrators, teachers, school psychologists, counselors, and parents regarding behavioral strategies and student support.
- Supports the development and implementation of PBIS and MTSS behavioral frameworks within schools.
- Plans and assists in the implementation of programs, policies, and best practices using ABA principles for students with autism and other disabilities.
- Provides professional development and coaching to school personnel on topics such as proactive classroom management, trauma-informed practices, and social-emotional learning strategies.
- Assists staff during behavioral crises by implementing safe de-escalation techniques and providing post-incident support and guidance.
- Maintains accurate documentation, behavioral records, and required reports in accordance with district and state guidelines.
- Maintains strict confidentiality regarding student information and records.
- Serves as a resource to educators, parents, service providers, and agencies by providing guidance, training, and support regarding behavioral interventions.
- Stays current with trends, research, and legal requirements related to special education, PBIS, and behavioral interventions.
- Participates in professional development, staff meetings, conferences, and other district activities as required.
- Performs other job-related duties as assigned by the immediate supervisor or superintendent.
- Limited travel to meetings, trainings, and school sites may be required.
- Adhere to the Mississippi Educator Code of Ethics and all district policies and procedures and supports the George County School District Core Beliefs and Mission.

Reports to: Director of Special Education or Designee

Supervises: N/A

Terms of Employment: 200 Days

FLSA Status: Exempt

DISCLAIMER: The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.

_____ Employee's Printed Name

_____ Employee's Signature & Date

_____ Supervisor's Signature & Date