

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
Office of Human Resources

**JOB DESCRIPTION**

**I. TITLE**

Behaviorist/Specific Title will be based on certification held (See Below Qualifications)

**II. PRIMARY FUNCTION**

The employee is responsible for generating and monitoring programs to remediate behavioral and social problems for students through direct service to the identified students as well as consultation with school personnel and parents.

**III. REPORTS TO**

Assistant Superintendent for Pupil-Special Services

**IV. QUALIFICATIONS**

- Must possess a valid New Jersey School Psychologist, School Social Worker, LDTC, and/or Speech/Language Specialist Certificate. BCBA (Board Certified Behavior Analyst) or comparable certification preferred.
- Must possess strong background knowledge and skills in the areas of Applied Behavior Analysis, Behavior Management, Positive Behavior Supports and evidence-based instructional strategies.
- Knowledge and skills in the area of consultation and intervention strategies and techniques.
- Strong interpersonal and communication skills.
- Such other qualifications of academic, professional and personal excellence as the Edison Township Board of Education may specify.

**V. MAJOR DUTIES AND RESPONSIBILITIES**

- Work in a consultation capacity within the schools in conjunction with administrators, child study team members, teachers and other school personnel.
- Administers selected assessments to referred/classified students to accomplish functional behavioral assessments.
- Provide a proactive approach to behavior management by providing staff training in methods and strategies to facilitate and promote appropriate behavior.
- Provide reactive approach to behavior concerns for in-district cases as needed.
- Develop effective behavior plans that are appropriate to the public school setting.
- Provide ongoing collaboration with classroom teachers, related staff, paraprofessionals, and parents of children in need.
- Conduct classroom observations to identify triggers and/or functions/antecedents of behavior.
- Conducts informational and/or counseling sessions with parents and/or students.
- Intervenes in crisis situations directly with students and consults with school personnel.
- Observe and objectively analyze specific, inappropriate behaviors as needed.
- Utilize data collection methods: quantitative and qualitative; and train stakeholders in its use.
- Develop appropriate intervention plans to address inappropriate behaviors. Plans shall include target objectives, data collection methods, baseline data, teaching procedures, and criteria.
- Develop appropriate intervention plans to proactively target appropriate replacement behaviors. Plans shall include target objectives, data collection methods, baseline data, reinforcers and criteria for success.

- Design and implement appropriate modifications, supplements and/or special supports to assist the child in the classroom. (e.g. include behavioral contracts, reinforcement, schedules, rule card, etc.).
- Maintain a written record of interventions, guidelines for implementation, progress etc.
- Participate in Intervention and Referral Service (I&RS) Committee meetings and IEP meetings as needed.
- Contributes to the development of the behavioral goals and objectives.
- Serve as the district resource by providing support and direction to teachers and paraprofessionals addressing behavior problems in the classroom.
- Conduct Functional Behavioral Assessments (FBA) and develop behavior intervention plans (BIP)
- Coordinate the development, implementation and teaching of social skills and conflict resolution skills to students individually or in groups with the counseling staff.
- Complete reports for principals and/or child study team members as a component of a written plan.
- Assist with case management and team problem solving with school staff, agency personnel, parent(s) and outside professionals as assigned.
- Maintains professional competence through continuing education and other professional growth activities.
- Coordinates, monitors and tracks home-based services and/or supports (e.g. extended day ABA services, parent training, etc.).
- Coordinates communication between home and school service providers.
- Collect home school data and regularly submits data to case managers for review.
- Conduct home visit(s) to assist in coordination of services and support parent training.
- Performs such other duties as may be assigned by the Superintendent and/or designee.

## **VI. TERMS OF EMPLOYMENT**

In accordance with the provisions of the BOE/ETEA contract and Board Policy.

Job Descriptions/Section V Behaviorist

APPROVED: ~~June 27, 2014~~

APPROVED: June 16, 2014