

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
Office of Human Resources

**JOB DESCRIPTION**

**I. TITLE**

School Psychologist/Elementary Behavior Intervention Specialist

**II. PRIMARY FUNCTION**

Assists teachers with instructional strategies and classroom management to promote positive behaviors.

**III. REPORTS TO**

Assistant Superintendent for Pupil-Special Services and/or Supervisors of Pupil-Special Services and/or designee

**IV. QUALIFICATIONS**

- Must possess a valid New Jersey School Psychologist Certificate.
- Expert knowledge of function-based intervention planning for developing behavior change strategies that focuses on reducing problem behaviors and increasing more appropriate behaviors.
- Expert knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function-based interventions, and Edison Township Public Schools Behavior Support Plans (BSP).
- Knowledge in the use of assessment and assessment data to inform instruction and prescribe behavior plans for individual students.
- Knowledge of research-based instructional strategies and ability to implement them effectively.
- Knowledge of the creation of building-wide Positive Behavior Supports in Schools (PBSIS) and in the establishment of consistent proactive classroom management systems.
- Demonstrate ability to plan and evaluate strategies for improving instruction.
- Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality within a positive, solution-focused approach to problem-solving.
- Demonstrates exceptional interpersonal and communication skills, and exhibits and models perseverance when faced with challenging situations.
- Demonstrates exceptional skill in the roles of a teacher-leader: collaborator, action researcher, reflective practitioner, and learner advocate.
- Such other qualifications of academic, professional and personal excellence as the Edison Township Board of Education may specify.

**V. MAJOR DUTIES AND RESPONSIBILITIES**

- Consult with teachers and/or paraprofessionals and aides regarding instructional strategies to promote positive classroom management and individual positive student behaviors.
- Effectively support student acquisition of core curriculum and content standards identified by the State of New Jersey and the Edison Township School District.
- Assist staff in: defining and measuring behavior; efficient data collection; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
- Facilitate team meetings with the identified student's teachers and parents for completing a Functional Behavioral Assessment (FBA).
- Facilitate team meetings that: design Behavior Support Plans; address classroom organization, classroom management, effective instruction, functional social skills acquisition, and ethical issues; School-wide Positive Behavioral Supports in Schools; and factors that affect effectiveness including social validity and treatment integrity.
- Work with individual teachers, groups of teachers and/or the entire staff on issues such as crisis intervention, learning and collaboration issues, and factors that can affect development and

implementation of interventions.

- Promote highly specialized positive behavior interventions in which “at risk” students thrive.
- Provide behavior instruction that is research-based, explicit, intensive, accelerated, and provides ample practice.
- Use ongoing assessments to maintain a record of student progress.
- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to accurately assess student behavior skills and understandings.
- Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
- Model good assessment processes that assist students in assessing their own work and behavior.
- Work cooperatively with building and district administrators to promote positive student behavior by providing professional consultation and targeted interventions that emphasizes research-based strategies.
- Model instructional practices that support teachers in their implementation of positive behavior support in their classrooms.
- Provide on-going teacher consultation to increase teacher's knowledge and skills related to positive student behavior supports.
- Engage parents in the Behavior Support Plan process and empower parents by providing them with skills and techniques to support the positive behavior development of their child; this may include developing and presenting key information to parents.
- Participate in building level PBSIS and I&RS team and/or grade level meetings, as appropriate
- Consult and collaborate with Child Study Team members, guidance counselors, and teachers.
- Serve as a consultant to administrators, teachers, and parents.
- Organize and schedule time commitments to meet demands of the job.
- Participate in proactive team efforts to achieve District, building, and/or departmental goals.
- 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

Job Description/Section V School Psychologist/Elementary Behavior Intervention Specialist

APPROVED: February 29, 2016