

**CUMBERLAND REGIONAL HIGH SCHOOL
SEABROOK, NEW JERSEY**

JOB DESCRIPTION

BEHAVIORAL SPECIALIST

QUALIFICATIONS:

Master's Degree and Certification as a School Psychologist or School Social Worker endorsed by New Jersey State Department of Education. Teaching, counseling, or other relevant position in education is preferable.

REPORTS TO:

The Director of Special Education district level administration, and/or building level administration will evaluate performance of the position.

JOB GOALS:

The Behavioral Specialist shall provide information, insights and understanding regarding those aspects of pupil behavior, emotional and social adjustment, academic potential and achievement, and orientation to the educational setting about which teachers and other staff members express concern.

The Behavioral Specialist will consult and collaborate with teachers, parents, and support staff to provide counseling, skills training and support services to individuals who have, or are at risk for developing significant behavior (s) that impair their ability to effectively participate and benefit from their education.

PERFORMANCE RESPONSIBILITIES:

1. Determine the psychological and psycho-educational evaluation of children and young persons appropriate to the needs of the Child Study Team.
2. Administer psychological and educational tests (particularly individual psychological tests of psychological functioning, cognitive development, affective behavior and neuropsychological status.)
3. Interview students, parents, teachers and /or appropriate staff members.
4. Observation of students.

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5. At times, fulfill the required duties of a school psychologist or school social worker as a basic member of the Child Study Team as stipulated in Title VI, Chapter 28.
6. Assist the Child Study Team in diagnosing student psychological, emotional and/or behavioral status.
7. Assist the Child Study Team in determining special education eligibility.
8. Make recommendations based on findings.
9. Assist in determining appropriate educational goals - long and short term.
10. Confer with the appropriate teacher(s) to jointly write an I.E.P. appropriate to the student's needs.
11. Meet with student's parent(s) or parent designate to discuss and familiarize them with the Child Study Team findings and student's progress.
12. Explain placement procedures and rationale behind I.E.P. to parent(s) or parental designate.
13. Act as an interface between the school and the children's parents as a member of district crisis response team.
14. Review and implement procedures for referral of students with perceived special educational needs.
15. Act as consultant for school personnel and/or parents concerning specific school related problems as a member of building support committee.
16. Participate in staff development by developing and implementing periodic in-service programs.
17. Intervene, when necessary, to facilitate functioning of individuals or groups using prescribed educational counseling techniques.
18. Serve as a referral consultant for discipline cases when requested by building principal or designate.
19. Visit on assignment out of district schools as needed to recommend placement or check progress of student.

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20. Act as case manager to select special education pupils under Chapter 28, Title VI, NJAC.
21. Submit annual report to the coordinator of special services concerning special suggestions for programs.
22. Continue professional growth through formal and informal methods through associations and organizations.
23. Conduct behavioral assessments.
24. Develop and implement behavior intervention/management plans.
25. Train the teacher(s), appropriate support staff, and family on behavior/management strategies and data collection techniques to use to facilitate attainment of appropriate behavior(s).
26. Any appropriate and reasonable duties the Board of Education may deem pertinent.

TERMS OF EMPLOYMENT:

Contract, salary, benefits as determined through negotiation by the Board of Education.

EVALUATION:

The Director of Special Education will evaluate performance of this job in accordance with state law and the provision of the Board's policy on evaluation of certified staff.

First Reading
Second Reading & Final Adoption