

JOB DESCRIPTION

PATERSON BOARD OF EDUCATION

TEACHER
3090 Teacher Special Education /
Behavior Resource
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JOB TITLE: TEACHER SPECIAL EDUCATION / BEHAVIOR RESOURCE

**REPORTS TO: Principal, Special Education Supervisor, and/or Executive
Director of Special Education
Programs**

NATURE AND SCOPE OF JOB: The Teacher Special Education/Behavior Resource provides a full range of behavior analytical services, including both consultative and direct services, based on the principles of Applied Behavior Analysis. The Behavior Analyst assists in the development of appropriate behavioral and instructional interventions for students, providing support for both instructional staff and students.

QUALIFICATIONS:

The Teacher Special Education/Behavior Resource shall:

1. Hold a New Jersey instructional certificate in accordance with the requirements of N.J.S.A. 18A:27:1 et seq., and N.J.A.C. Title 6 Chapter 11 with appropriate special education endorsement(s) (N.J.A.C. 6:11-8.3) and other endorsements for the position held (N.J.A.C. 6:11- 6.1, 6.2, or 8.1 et seq.).
2. Hold a valid BCBA or BCaBA certification issued by the Behavior Analyst Certification Board or currently taking coursework or completing supervision hours towards obtaining a BCBA or BCaBA Certification.
3. Show evidence of 3 to 5 years of successful experience in teaching and working with children with Autism or other developmental or behavior disabilities, preferably in a school setting.
4. Demonstrate a comprehensive knowledge of the specialized certification area (Applied Behavior Analysis), including an understanding of the current rules and regulations regarding special education assessment and program requirements.
5. Hold a valid driver's license with no serious violations.
6. Have excellent integrity and demonstrate good moral character and initiative.
7. Demonstrate knowledge and understanding of child growth and development, children with disabilities, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning and children with developmental disabilities.
8. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.

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9. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
10. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
11. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six-month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
13. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3- 4A.4.
14. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations when Applied Behavior Analysis services and teaching were performed.
4. College transcripts, including an approved school of Applied Behavior Analysis.
5. Employment interview.

EMPLOYMENT TERMS:

The Teacher Special Education/Behavior Resource shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective

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Bargaining Agreement.

3. Conditions established by all laws and codes of the State and all policies, rules, and regulations established by the Board of Education (NJSA 18A:27-4 et seq.)

JOB FUNCTIONS AND RESPONSIBILITIES:

The Teacher Special Education/Behavior Resource shall:

1. Establish high academic and behavioral standards and expectations for all students.
2. Display high ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies.
3. Utilize current methods and maintain current practice standards and trends as indicated by the Behavioral Analysis Certification Board.
4. Work cooperatively with program directors, supervisors, building administrators, school staff, and all teachers to develop and implement a comprehensive program utilizing the principles of Applied Behavior Analysis and generate effective behavioral intervention strategies and plans.
5. Assist teachers in providing a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive behavioral support systems, structured routines, effective instructional strategies, and effective classroom management techniques based on the principles of Applied Behavioral Analysis.
6. Assist teachers in utilizing the most current research based teaching materials and procedures that align with Common Core Standards, performance benchmarks, and Individual Educational Plans.
7. Assist/train teachers in conducting assessments using current and relevant assessment tools to develop effective, data-based treatment plans and academic programs using Applied Behavior Analysis (*and Verbal Behavior*) strategies/techniques.

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8. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
9. Monitor teacher's and instructional assistant's classroom management and instruction and supply feedback by providing clear directions, outlining procedures, and effectively demonstrating instructional procedures. Provide ongoing support and training.
10. Assist teachers with maintaining records that demonstrate student progress, including teaching procedures, student performance data, and mastery criteria, and evaluate and assess these records regularly.
11. Observe student behavior and provide teacher with written observation report, recommendations, and ongoing support.
12. Provide professional development to teachers, assistants, and other school staff, during District in-services as well as on an on-going basis in the classroom.
13. Provide consequences in a fair and consistent manner, using school-approved procedures, adhering to state guidelines/procedures, within the scope of best practice and use of ethical treatment as indicated by the BCBA.
14. Conduct Functional Behavioral Assessments as needed and create correlating Behavior Intervention Plans.
15. Provide staff training in implementation of Behavior Intervention Plans.
16. Conduct in-school parent training as needed.
17. Maintain instructor certification in state-approved Crisis Intervention techniques, including the use of physical restraints. Train staff working in Autism and Behavior Disabilities classes in state-approved Crisis Intervention techniques.
18. Work collaboratively with the Child Study Team in developing appropriate Individual Educational Programs, and participate in IEP meetings.
19. When requested by the Special Services Supervisor and after a referral process has been completed, conduct observations of students in general or special education classes outside of the Behavior Analyst's assigned school, and develop recommendations.

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20. Attend Intervention & Referral Services (I&RS) meetings when requested to consult on specific students.
21. Ensure the health and safety of all students, notifying the administration of any unsafe conditions, following established procedures.
22. Attend required staff meetings, grade level meetings, parent conferences, and serve as appropriate on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction when applicable.
23. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
24. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
25. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (NJSC611-13).
26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
27. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
28. Adhere to New Jersey school law, State Board of Education rules and regulations, School regulations and procedures, and contractual obligations.

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PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job. Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand, and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary.
American
Sign Language may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated, air conditioned, and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

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EVALUATION:

The Executive Director of Special Education Programs and/or designee shall evaluate the Teacher Special Education/Behavior Resource in accordance with Policy 3221 or 3222, Regulation 3221 or 3222, this Job Description, and such other criteria as shall be established by the Board of Education.


Approved


Date