

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**SPECIAL EDUCATION**  
**4183 Behavior Specialist**  
**Page 1 of 5**

**JOB TITLE:** **BEHAVIORIST**

**REPORTS TO:** Chief Special Education Officer or Designee

### **NATURE AND SCOPE OF JOB:**

The Behaviorist provides continuous support to the overall educational and social environment which provides program development and ongoing training for administration, teachers, paraprofessionals, and parents. They will act as a liaison between the teacher, child study teams, parents, administration, school, and community organizations in facilitating the understanding and acceptance of students with autism and/or emotional and behavior disorders. The Behaviorist will implement "best practices", instructional models, and consult with the principal, teachers and parents in the support of students.

### **QUALIFICATIONS:**

1. Hold valid New Jersey Certificate of Teacher of the Handicapped or Teacher of Students with Disabilities or one of the following:
  - a. Speech and Language Specialist Certification
  - b. School Psychologist Certification
  - c. Social Worker Certification
  - d. Learning Disabilities Teacher-Consultation Certification
2. Must have the Board Certified Behavior Analyst Certification (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA).
3. Minimum of five years working in an effective and accredited, behaviorally-oriented program for individuals with autism or emotional and behavior disorders.
4. Verifiable background/experience in Applied Behavior Analysis or Verbal Behavior.
5. Demonstrate effective problem solving, communications, organization, planning, record keeping and human relations skills.
6. Demonstrates ability to work effectively with students, staff, parents, administrators and others.

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**SPECIAL EDUCATION  
4183 Behavior Specialist  
Page 2 of 5**

7. Successfully complete required criminal history check and has proof of U.S Citizenship or legal resident alien status.
8. Hold a valid driver's license with no serious violations.
9. Have excellent integrity and demonstrate good moral character and initiative.
10. Demonstrate effective organizational skills.
11. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community, including difficult and emotional situations. Effectively communicate in English, both orally and in writing.
12. 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. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's 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. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A-4.

### **VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. Employment interview.

### **EMPLOYMENT TERMS:**

The Behaviorist shall be employed under the following terms:

# JOB DESCRIPTION

## PATERSON BOARD OF EDUCATION

SPECIAL EDUCATION  
4183 Behavior Specialist  
Page 3 of 5

1. Work year of ten months.
2. Salaries, benefits, leave time, and conditions specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### JOB FUNCTIONS AND RESPONSIBILITIES:

Behaviorist shall:

1. Develop preschool, elementary, middle school, and high school programs for students with autism and/or emotional and behavior disorder based on sound educational research and best practices.
2. Provide training and support to teachers and aides in applied behavior analysis.
3. Provide training to general education staff to facilitate effective mainstreaming and inclusion.
4. Develop specific behavioral programs and consultation for students to decrease inappropriate and interfering behaviors.
5. Teach/model lessons in the classroom.
6. Conduct functional behavior assessments and monitor progress through a goal-setting, progress-monitoring system.
7. Provide consultation and home support for parents.
8. Plan for the transition from elementary to middle to high school.  
Visit homes and serve as a liaison between parents, students, and the school, explaining school policies, procedures, services, programs, and the goals of the Behavior program if needed.
9. Visit homes and welcome new students and families to the community and to the school.
10. Visit homes when the administrative and instructional staff identifies academic, attendance, or behavioral problems with the student. Assist and intervene to improve achievement, attendance, and student behavior.

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**SPECIAL EDUCATION**  
**4183 Behavior Specialist**  
**Page 4 of 5**

11. Coordinate, or conduct workshops to inform parents about community and school services and programs.
12. Assist parents and staff in resolving concerns expressed at parent, teacher, and administrative conferences.
13. Maintain communications with the administration and instructional staff of the schools to identify needs for communications with parents.
14. Assist in supervision of children in all aspects as requested by administration.
15. Cooperatively support building administrators in establishing and implementing effective parent/community programs.
16. Serve as a resource for parents to all professional personnel.
17. Assist parents and school staff with implementing local, state and federal program policies and procedures.
18. Develop and assist parents and school staff in developing parent resource rooms in schools.
19. Articulate needs of parents and coordinate and provide training for parents/staff.
20. Use technology to fulfill job functions.
21. Communicate to the teacher any unusual situations or needs of students. Notify immediately appropriate personnel of any evidence of substance abuse, child abuse, child neglect, severe medical conditions, potential suicide, or individuals appearing to be under the influence of alcohol, or controlled substances.
22. Maintain a safe and orderly environment.
23. Display ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the school.
24. Serve as a role model for students and staff in demonstrating positive attitudes, appropriate attire and grooming, and effective work ethic.
25. Participate in appropriate in-service and workshop programs and attend any required meetings.

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**SPECIAL EDUCATION**  
**4183 Behavior Specialist**  
**Page 5 of 5**

### **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 or Braille 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.

# JOB DESCRIPTION

## PATERSON BOARD OF EDUCATION

**SPECIAL EDUCATION**  
**4183 Behavior Specialist**  
**Page 6 of 5**

### EVALUATION:

The Chief Special Education Officer or designee shall evaluate the Behaviorist in accordance with Policy No. 4220, Regulation No. 4220, this Job Description and such other criteria as shall be established by the Board of Education.

  
Approved

  
Date