

DEPARTMENT: SCHOOLS
CLASSIFICATION: COMPETITIVE
APPROVED: DECEMBER 7, 2023

BEHAVIOR SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: The work involves professional practice of applied behavior analysis providing behavioral support for students with challenging behaviors in the school setting. The incumbent provides guidance and direction to classroom staff in managing and reducing the challenging behaviors of students. The incumbent performs behavioral assessments and facilitates the implementation of behavior plans, works in conjunction with team members to write the individual education plan for students with challenging behaviors and trains staff on proper behavioral interventions and communications with students. Work is performed under the direct supervision of a Principal or the general direction of the Director of Special Education. Does related work as required.

TYPICAL WORK ACTIVITIES:

1. Collaborates with individual teachers, groups of teachers, and/or entire staff on crisis intervention, intervention development, and implementation monitoring;
2. Provides support and training to school staff to ensure proper implementation of classroom/behavior management strategies, mindfulness techniques, and methodologies for students with challenging behaviors;
3. Assists teachers and school staff in analyzing behavioral data, performing functional behavior assessments and developing behavior intervention plans using established methodologies;
4. Collaborates with teachers and school staff to develop individual plans for students relative to behavioral issues for those identified as having challenging behavioral needs;
5. Serves as a member of the Student Review Teams (SRTs);
6. Consults with district and building level administrators on student support plans;
7. Trains aides and other staff on best practices for support of students in the classroom and on transportation;
8. Monitors and maintains proper documentation of the behavioral status of identified students;
9. Reviews and analyzes progress monitoring data and modifies behavioral intervention plans as needed;
10. Provides individual behavior intervention and crisis intervention for students that are undergoing behavioral treatment and students who may have an episode of short-term behavioral problems;
11. Relates to students on a one-to-one and in group settings to facilitate the achievement of specific behavior goals;
12. Supports school wide system for behavior intervention by analyzing behavioral data to identify students needing more behavioral support and develop preventative interventions prior to behavior escalating;
13. Coordinates student services with appropriate community resources;
14. Provides support and guidance to students' family in order to accomplish goals.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Thorough knowledge of function-based intervention planning for developing behavior change strategies; thorough knowledge of techniques required for functional behavior assessments, function-based interventions, and behavior intervention plans; good knowledge of principles, practices and current methods of mental health care as it relates to behavior change; good knowledge of regulations regarding functional behavior assessments and behavioral intervention plans in an educational setting; good knowledge of community resources for individuals with challenging behaviors; working knowledge of interviewing, assessment and counseling techniques for individuals with challenging behaviors; good public relation skills; ability to develop effective behavior intervention plans; ability to effectively manage crisis situations; ability to communicate effectively both orally and in writing; ability to establish and maintain effective working relationships; ability to train others; ability to collect data, maintain records, and prepare reports; initiative and dependability; emotional maturity; sound professional judgment; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Candidates must meet one of the following:

1. Must possess a National Board Certification in Behavior Analysis (BCBA) at time of appointment and for the duration of employment; **OR**
2. Possession of one of the following at time of appointment and for the duration of employment: Current New York State license, provisional license, or limited permit as a Master of Social Work, Mental Health Counselor, or Psychoanalyst; **OR**
3. Masters degree in behavior analysis, education, psychology, or a closely related field **and** two (2) years of full-time paid experience working directly with children with disabilities or behavioral problems.