

## **Job Description**

### **BOARD OF EDUCATION DENVILLE**

**TITLE:** BEHAVIORIST

- QUALIFICATIONS:**
- 1. Board Certified Behavior Analyst (BCBA) certification required.**
  - 2. One or more of the following New Jersey certifications preferred: Teacher of the Handicapped, Teacher of Students with Disabilities, School Psychologist, LDT-C, School Social Worker, or Speech-Language Specialist.**
  - 2. Demonstrates successful experience teaching and/or working with children with Autism and other developmental or behavior disabilities including background/experience in Applied Behavior Analysis (ABA).**
  - 3. Demonstrates effective problem solving, communication, organization, planning, and record keeping skills.**
  - 4. Demonstrates strong interpersonal skills and the ability to work effectively with students, staff, parents, and administrators.**
  - 5. Required criminal history check and proof of U.S. citizenship or resident alien status.**

**REPORTS TO:** Director of Special Services

**JOB GOAL:** To support the district's instructional program by providing a full range of behavior services to remediate behavioral and social problems to support student success.

#### **PERFORMANCE RESPONSIBILITIES:**

- 1. Designs programs for students consistent with the total educational philosophy and goals of the School Board.**
- 2. Maintains positive, cooperative, and mutually supportive relationships with the administration, child study team, instructional staff, students, and parents.**
- 3. Provides training and support to teachers and aides in applied behavior analysis.**

- 4. Provides training to general education staff to facilitate effective mainstreaming and inclusion.**
- 5. Models techniques/lessons in the classroom for training purposes; does not provide direct instruction to students.**
- 6. Conducts classroom observations to identify triggers and/or functions/antecedents of behavior.**
- 7. Conducts Functional Behavioral Assessments (FBA) when requested by the Director of Special Services.**
- 8. Maintains a written record of caseload, interventions, guidelines for implementation, progress, etc.**
- 9. Develops Behavior Intervention Plans (BIPs) for IEPs in consultation with the IEP team.**
- 10. Helps design and train staff to implement appropriate supports to assist the child in the classroom (i.e. behavior contracts, schedules, rule cards, etc.).**
- 11. Participates in IEP meetings as needed.**
- 12. Contributes to the development and progress monitoring of behavior goals and objectives.**
- 13. Consults with the Child Study Team to plan for student transitions from preschool to elementary school and from elementary to middle school.**
- 14. Consults with parents.**
- 15. Provides parent training when requested by the Director of Special Services.**
- 16. Intervenes in crisis situations directly with students or through consultation with staff.**
- 17. Provides ongoing support, training, and feedback to teachers and instructional aides to ensure effective instructional techniques, strategies, behavior management, and data collection for optimal student success.**
- 18. Possesses thorough and current knowledge within his/her field and accepts responsibility for maintaining and improving personal professional competence to support students across disabilities, skill levels, and programs/placements.**

**19. Performs other related duties as may be assigned by the Superintendent or Director of Special Services.**

**TERMS OF**

**EMPLOYMENT:** Work year and salary to be determined by the board.

**EVALUATION:** Performance of this job will be evaluated annually in accordance with state law and provisions of the board's policy on evaluation of staff.

**APPROVED:** April 25, 2016