

# JOB DESCRIPTION MANUAL

**BOARD OF EDUCATION  
CLINTON TOWNSHIP**

**Student Services  
Certified**

**Title:** Behavior Specialist

**Qualifications:**

1. Bachelor's or Master's degree in Applied Behavior Analysis, Psychology, Special Education or related field.
2. Demonstrated knowledge of effective behavior interventions.
3. Three or more years of experience as a behavior analyst in private or public school settings.
4. One or more years of experience providing behavior analytic services to children on the autism spectrum.
5. Ability to work effectively with administrators, teachers, parents, students and ancillary professionals.
6. Demonstrated organizational, communication and interpersonal skills.
7. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.
8. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment.

**Certificate  
and Endorsement  
Requirements:**

Valid Board Certification in Behavior Analysis (BCBA) required

**Reports To:** Director of Special Services and Building Principal

**Supervises:** Not applicable

**Performance Responsibilities:**

1. Consults routinely with the Director of Special Services.
2. Provides consultation services at the request of the Director of Special Services in order to facilitate appropriate student behavior in the school environment.
3. Obtains informed consent from guardians in accordance with the procedures set forth by the Behavior Analysis Certification Board and district policy.
4. Performs Functional Behavior Assessments.
5. Develops and monitors Positive Behavior Support Plans and individualized treatment plans based on data obtained from valid and reliable assessments; analyzes data and revises plans as appropriate.
6. Provides professional development to targeted staff/administration on the execution of Positive Behavior Support Plans, including data collection, as well as other aspects of the school program as it relates to behavior and/or specialized programs.
7. Develops appropriate data collection procedures in support of behavior assessments.
8. Performs Treatment Integrity Assessments on the effective implementation of Positive Behavior Support

Plans.

9. Provides instruction and sets parameters for program consistency to ABA staff on the implementation of individualized programs for each student using techniques of demonstration, guided practice, feedback and consultation.
10. Regularly prepares and submits notes for students requiring behavior analytic services; conducts data reviews of student progress.
11. Consults with staff and parents to assist in resolving behavioral concerns and increasing student academic progress via developing classroom behavior management plans and individual behavior support systems. Provides instruction to parents to implement appropriate program at home.
12. Conducts student observations in support of skill acquisition and positive behavior supports.
13. Assesses problematic non-academic school settings and provides environmental programming recommendations as needed.
14. Conducts observations of students on the autistic spectrum who are placed in an out-of-district setting.
15. Develops general education inclusion programming, as needed.
16. Works with students within a consultation framework and a behavior management focus.
17. Serves as an information resource to administration, staff and parents on topics related to Applied Behavior Analysis.
18. Conducts monthly training for teaching assistants in the full day PSD and autism classes, in collaboration with the special educator.
19. Collaborates with child study team, related service providers, teachers, parents, and administration regarding treatment planning and appropriate placements for students who exhibit behavioral challenges.
20. Conducts parent training and/or workshops on ABA practices and other related topics.
21. Observes potential tuition students for the district's self-contained classrooms, reviews files and consults with Director of Special Services, teaching staff and child study team members.
22. Attends and participates in relevant IEP, 504, I&RS, and parent/teacher meetings of students receiving ABA services, as needed.
23. Updates Special Services website with resource information for parents and staff as approved by the Director of Special Services.
24. Promotes the use of research-based, empirically reliable interventions and techniques with the student population.
- ~~25. Maintains certification as a CPI trainer, at district expense, and conducts CPI training to designated staff and administrators.~~
26. Maintains professional competence by keeping updated on matters related to behavior management, programs to be used with students with autism and related disabilities, and through attendance at conferences, and other relevant activities.
27. Upholds the ethical and professional standards of the Behavior Analysis Certification Board and Clinton Township Schools policies and procedures.
28. Performs such other tasks and assumes such other responsibilities as assigned by the Director of Special Services and/or Building Principal.

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| <b>Terms of Employment:</b> | Work year and salary to be determined by the Board of Education.   |
| <b>Annual Evaluation:</b>   | Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations of certified staff. |
| <b>Approved by:</b>         | Superintendent of Schools  |
| <b>Date:</b>                | July 23, 2012 (Adopted)<br>August 22, 2016 (Revised)<br>August 23, 2021 (Revised)  |
| <b>Account Code(s):</b>     |  |