

**BEHAVIOR SPECIALIST**

DISTINGUISHING FEATURES OF THE CLASS: This position involves professional practice of applied behavior analysis providing behavioral support for students with challenging behaviors in the school setting. The incumbent will work collaboratively with school administrators and teams to execute effective behavioral instruction, functional assessments and the implementation of plans to provide support in creating positive outcomes and increased academic engagement for all students. The incumbent provides guidance and direction to classroom staff in managing and reducing the challenging behavior of students. Work is performed under direct supervision of a school administrator.

TYPICAL WORK ACTIVITIES: *The typical work activities listed below, while providing representative examples of the variety of work assignments in the title, do not describe any individual position. Incumbents in this title may perform some or all of the following, as well as other related activities not described.*

Assesses students functional behavior capabilities within a classroom for the purpose of designing behavioral interventions;

Performs functional behavior analysis and develops behavior intervention plans;

Consults with and trains teachers and support staff regarding the implementation of the behavioral intervention plans and the collection of data for the purpose of making data driven recommendations and decisions regarding student behaviors. Continually monitors and updates the behavioral intervention plans as needed;

May intervene with a student in crisis for the purpose of assisting students in modifying behavior when the team is unable to bring the situation to a successful resolution;

Participates in various meetings (ex: CSE meetings, parent conferences, in-service trainings, staff meetings, etc.) as needed;

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Prepares documentation such as a Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) (ex: evaluations, observations, progress reports, contacts with parents, teachers and outside professionals, etc.) for the purpose of providing written supports, developing recommendations and/or conveying information; and

Researches resource methods (ex: intervention and treatment techniques, behavior assessment tools and methods, community resources, etc.) and attends conferences and workshops, for the purpose of keeping current about trends in the field.

**FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES, AND PERSONAL**

**CHARACTERISTICS:** Understands and utilizes principles and practices of counseling and behavior assessment techniques and analysis; good knowledge of special education law, relevant education codes, State and District policies; ability to be flexible and travel throughout the various programs; ability to work effectively, efficiently and expeditiously under time constraints; ability to work collaboratively with staff, parents, and students; ability to prepare and provide training regarding proactive and positive behavior supports; has physical ability to lift, carry or physically prompt a student in crisis

**MINIMUM QUALIFICATIONS:** Either:

(A) Graduation from a regionally accredited or New York State registered college or university with a Master's degree in Applied Behavior Analysis, Education, Psychology, Counseling, Social Work or related field and one (1) year of experience working with children/adolescents with a variety of psychiatric and/or behavioral disorders including developing functional behavioral assessments, behavior improvement plans and positive behavioral supports or one (1) year of

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full-time paid work experience working with students in providing behavior management and/or counseling or Board Certified Behavior Analyst (BCBA) certification; **OR**

(B) Graduation from a regionally accredited or New York State registered college or university with a Bachelor's degree in Applied Behavior Analysis, Education, Psychology, Counseling, Social Work or related field and three (3) years of experience working with children/adolescents with a variety of psychiatric and/or behavioral disorders including developing functional behavioral assessments, behavior improvement plans and positive behavioral supports or three (3) years of full-time paid work experience working with students in providing behavior management and/or counseling.

**NOTE:** Your degree or credits must have been awarded by a college or university accredited by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of Education. If your degree or credits were awarded by an educational institution outside of the United States and its territories, you must provide independent verification of equivalency. A list of acceptable companies who provide this service can be found on the Internet at: <https://www.cs.ny.gov/jobseeker/degrees.cfm>. You must pay the required evaluation fee.

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Originated: 6/28/2023

Jurisdictional Class: Competitive

Public Hearing: N/A

NYS Civil Service Commission Approval: N/A

Reviewed and placed in Classplan: 8/18/2023

Revised and Replaced in Classplan: 10/28/2024 (Edu)