

Closter, NJ 07624

TITLE: BEHAVIORIST

QUALIFICATIONS:

1. Board Certified Behavior Analyst (BCBA) certification from the Behavior Analyst Certification Board (BACB), including a master's degree from an accredited institution.
2. Active maintenance of BCBA certification, including completion of 32 continuing education units (CEUs) every two years, with a minimum of 4 hours in ethics, per BACB renewal requirements.
3. Note: School district employees providing ABA services within their regular employment duties are exempt from the Licensed Behavior Analyst (LBA) licensure requirement per N.J.A.C. 13:42B; however, active BCBA certification from the BACB is required.
4. Valid NJ certification as Teacher of Students with Disabilities, school psychologist, school counselor, or social worker.
5. Knowledge and experience of the diverse needs of children with disabilities and appropriate special education classroom practices.
6. Ability to communicate effectively with students, parents, and school personnel.
7. Required criminal history background check and other required paperwork.
8. Current residency in New Jersey, approved residency waiver, or candidate agrees to obtain residency within one year of employment.

REPORTS TO: Director of Special Services

JOB GOAL: Develop and implement behavioral interventions with staff assistance to facilitate students' attainment of social and emotional growth consistent with the goals set forth by Individualized Education Programs (IEPs).

PERFORMANCE RESPONSIBILITIES:

1. Responsible for generating and implementing programs to remediate behavioral and social problems for students, as well as being available for consultation to school staff and parents.
2. Designs programs for students that are consistent with the total educational philosophy and goals of the School Board.
3. Consults, collaborates, and completes reports as appropriate with/for the Child Study Teams on an ongoing basis.
4. Plans and conducts regularly scheduled consultations with classroom teachers regarding behavioral, social, or personal problems affecting the student.

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- 5. Works in coordination with teachers, related services personnel, and administration in identifying social/behavioral issues, as well as planning and developing programs.

- 6. Assists in the design and implementation of professional development related to special education, providing professional development to targeted staff on all aspects of school programming within special education programs:
 - Delivery of instruction;
 - Behavior Management of Students (including techniques for remediating behavioral, social, or personal problems of students);
 - Data Collection (Applied Behavior Analysis).

- 7. Leads and/or assists in the development, implementation, and monitoring of Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP) in accordance with NJDOE Best Practices for NJ Public School Behavior Analysts (2024) and N.J.A.C. 6A:14-2.8.

- 8. Develops IEP goals and objectives and uses paraprofessionals to assist with implementing goals, as appropriate.

- 9. Provides training for paraprofessionals in the areas of behavior management skills and affective education.

- 10. Designs, implements, and follows up on behavioral management programs for students to remediate behavioral and social problems.

- 11. Consults with parents regarding students' behavioral goals.

- 12. Interprets behavioral assessments for school staff and parents.

- 13. Develops home programs and related behavioral goals.

- 14. Assists parents in acquiring services from the Division of Developmental Disabilities (DDD) and other applicable state and county agencies.

- 15. Reports to, consults, and completes reports as requested with/for the Director of Special Services on an ongoing basis.

- 16. Provides guidance and professional development to staff regarding the appropriate use of positive behavioral supports and the district's restraint and seclusion policies, in accordance with NJDOE Restraint and Seclusion Guidebook for Students with Disabilities (2025) and N.J.A.C. 6A:16.

- 17. Considers the linguistic and cultural needs of multilingual learners when developing behavioral assessments and intervention plans, in accordance with N.J.A.C. 6A:14-3.7.

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- 18. Collaborates with building administrators and Child Study Team members on matters relating to discipline of students with disabilities, including manifestation determinations and interim alternative educational settings, in accordance with N.J.A.C. 6A:14-2.8 and NJDOE Discipline Guidebook for Students with Disabilities (2025).
- 19. Participates in transition planning for students with behavioral needs beginning at age 14, in coordination with the IEP team and the Division of Vocational Rehabilitation Services, as applicable.
- 20. Continues professional growth through educational meetings, visits to related facilities, attendance at conferences, reading of professional literature, and dialogue/exchanging ideas among staff.
- 21. Performs any other duties as may be assigned.

TERMS OF EMPLOYMENT:

Ten-month position. Salary and hours are established within the Agreement between the Closter Board of Education and the Closter Education Association.

EVALUATION:

Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluation of certified staff.

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