

## **ASSISTANT BEHAVIOR SPECIALIST**

**DISTINGUISHING FEATURES OF THE CLASS:** The work involves observing, assessing and providing direct support to both general education students and students with disabilities in the least restrictive environment. The incumbent will also work with teachers of school age students and pre-school students with disabilities, general education classroom teachers, administrators, and related service providers under the guidance and direction of the behavior specialist or social worker.

**EXAMPLES OF WORK:** (Illustrative only)

- Assist with consultation to classroom teachers, administrators, student support teams and others regarding individual situations and students; under the guidance of the behavior specialist or social worker;
- Recommends in-service training sessions needed for staff and assists with that training;
- Assist with classroom consultation, support and feedback on classroom management techniques and individual strategies for students; under the guidance of the behavior specialist or social worker;
- Observe and assess the behavior of high risk students and offer feedback on behavioral approaches currently being used as well as helping staff brainstorm new strategies;
- Assist with support to all staff toward completion of Functional Behavior Assessments and Behavior Intervention Plans as assigned;
- Maintains data on student behavior;
- In collaboration with the behavior specialist or social worker, arranges and/or coordinates prevention services for high risk students that have BIP's;
- Attends Manifestation Determination hearings on students as needed;
- Assist with individualized training for other specific areas (i.e. behavior data collection);
- Perform other related duties as assigned by the Director.

**FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS:**

Ability to work under the guidance and direction of the behavior specialist or social worker; Good knowledge of behavior management techniques with adolescents and children with emotional disabilities and autism including those with volatile and assaultive capabilities; good knowledge of student behavioral plan development; ability to develop and implement strategies to ensure communication and continuity for intensive management classroom interventions and student consequences; ability to communicate effectively orally and in writing with diverse groups; ability to establish and maintain professional relationships with general education teachers, special education teachers, related service providers and administrators; objectivity; good judgment; tact; courtesy; physical condition commensurate with the demands of the position.

**MINIMUM QUALIFICATIONS: Either:**

- (A) Graduation from a regionally accredited or New York State registered college or university with an Associates Degree in Human Services, Psychology, or a closely related field; **OR**
- (B) Graduation from a regionally accredited or New York State registered college or university with an Associates Degree in any field and one (1) year of paid experience working with youth in youth development, character building, delinquency prevention, education, or a similar field; **OR**
- (C) Graduation from high school or possession of a high school equivalency diploma and three (3) years paid experience working with youth in youth development, character building, delinquency prevention, education or a similar field.

Competitive Class

Adopted 4/17/2018 – Personnel Officer

Revised 5/1/2019 – PO

Revised 10/18/2021 – PO