

BEHAVIOR MODIFICATION SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: This school district position involves responsibility for assisting professional staff in the implementation of educational and behavioral modification plans which are designed to integrate students with disabilities into the mainstream environment. Work is performed under general supervision of a certified staff member. Supervision is not a responsibility of this position. Performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative only)

Works with students individually or in groups using applied behavior modification techniques;
Assists staff in the design, implementation, and modification of the curriculum so as to enhance the success of student transition and ongoing placement;
Prepares and works with student(s) in various activities selected to reinforce and enhance task performance, diminish or correct pathology and to promote and maintain health;
Carries out a prescribed therapy designed to modify a student's unacceptable behavior patterns;
Creates and maintains behavior support plans to assist staff;
Records and manages student educational and behavioral data and participates in staff evaluation, assessing needs and planning goals for student(s);
Participates in team and CSE meetings and staff training and orientation as required;
May, as needed, assist student with activities of daily living, such as grooming, eating, walking, use of toilet, etc.;
Performs a variety of related tasks as required.

Typical Work Activities are intended only as illustrations of possible types of work that might be appropriately assigned to an incumbent of this title. Work activities that do not appear above are not excluded as appropriate work assignments, as long as they can be reasonably understood to be within the logical limits of the job.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Knowledge of behavior modification techniques; familiarity with modern theories of normal and abnormal development and behavior; ability to motivate student to participate in the assigned plan; ability to promote the development of social skills in the student; ability to observe and record details of students behavior; ability to establish and maintain harmonious relationships with students, a wide variety of professional staff, and families; ability to comply with requirements of confidentiality; ability to maintain emotional control under difficult situations; ability to

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communicate both orally and in writing; resourcefulness; initiative; good judgment; emotional maturity.

MINIMUM QUALIFICATIONS: Either

- a) Bachelor's Degree in a human services field and one (1) year experience working with children with disabilities; or
- b) Bachelor's Degree in a human services field and a minimum of six (6) credit hours in developmental psychology, abnormal psychology, the study of exceptional children, behavior modification or management, or a closely related subject; or
- c) An equivalent combination of education and experience as indicated in a) and b) above.

PLEASE NOTE: Education beyond the secondary level must be from an institution accredited or recognized by the Board of Regents of the New York State Department of Education as a post secondary, degree-granting institution.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS:

In accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.