

**COUNTY OF ORANGE  
MUNICIPAL/SCHOOL  
JOB CLASSIFICATION SPECIFICATION**

**CLASS TITLE:** BEHAVIORAL AIDE

**TITLE #:** 1903

**DISTINGUISHING FEATURES OF THE CLASS:** The work is performed in a school setting under the direction of a behavioral analyst or behavioral interventionist to support students with significant interfering behaviors, and being supervised by the administrator, or a senior official in accordance with well-established procedures. The Behavioral Aide will support classroom staff and reinforce target behaviors through modeling, coaching and support. Does related work as required.

**TYPICAL WORK ACTIVITIES:**

Supports classroom staff with collection of data for a functional behavioral assessment (FBA) and/or behavioral intervention plans through modeling, coaching and support;

Supports classroom staff to reinforce target behaviors in the school setting as directed by the district behavior interventionist through modeling, coaching and support;

Supports classroom staff with implementation and progress monitoring of behavior intervention plans through modeling, coaching and support;

Assists in crisis intervention and classroom management as directed by the behavior interventionist and/or teacher;

Describes learner behavior and the learning environment in observable and measurable terms;

Participates in competency based training and re-training with other employees regarding behavior interventions, teaching procedures, professionalism, data collection, ethics and more;

Participates in team meetings, staff meetings, and parent meetings when requested;

Generates session notes daily according to district timelines;

Provides positive, professional interactions with students and staff;

Respects individual differences and serves as a role model in the environment while respecting the students as individuals;

Receives ongoing education specific to the field of Applied Behavior Analysis or similar behavior intervention techniques;

Promotes the ethical, humane and effective application of behavioral principles.

**FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:** Thorough knowledge of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs; knowledge of applied behavior analysis (ABA) principles and methods; knowledge of therapeutic techniques; ability to stimulate and maintain student's interest; ability to work effectively in conjunction with other staff members involved with the student; ability to read, write, understand and communicate in English sufficiently to perform the essential functions of the position; ability to be highly motivated and self-directed; ability to have patience and stamina to perform crisis interventions including possible physical holds; ability to maintain an effective relationship with assigned student; good judgement; initiative in undertaking assigned work; emotional maturity; physical condition commensurate with the requirements of the position.

**MINIMUM QUALIFICATIONS:** Graduation from high school or possession of a high school equivalency diploma and one (1) year of prior experience conducting applied behavior analysis (ABA) or similar therapy in working with students with behavioral needs.

**SPECIAL REQUIREMENT:** Registered Behavior Technician Certification or applied behavior analysis (ABA) coursework is required.

**SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS INCLUDING BOCES:** In accordance with the Schools Against Violence in Education (SAVE) legislation and by the Regulations of the Commissioner of Education, candidates for employment in school districts must obtain clearance for appointment from the New York State Education Department based upon fingerprinting and a criminal background check.

**JURISDICTIONAL CLASSIFICATION:** Competitive (Pending Non-Competitive Class approval by NYS Civil Service Commission)

ADOPTED: 05/17/21