

Behavior Analyst

Purpose Statement

The job of Behavior Analyst is done for the purpose/s of providing support to the instructional program with specific responsibilities for affecting positive behavioral change in students; providing consultative and direct instructional and behavioral services to students with disabilities; providing training to staff on development, implementation and on-going monitoring of instructional and behavioral management strategies; and supervising the performance of assigned staff.

This job reports to Assigned Administrator

Essential Functions

Acts as liaison with the school districts and community agencies for the purpose of enhancing student services.

Assumes management and responsibility for the Behavior Intervention Plan (BIP) (e.g. coordinates, trains, monitors team activities, etc.) for the purpose of ensuring implementation with fidelity and ongoing compliance of BIP's.

Consults with school psychologists and other staff members for the purpose of evaluating students' needs as a basis for treatment planning and in developing interim intervention and transition plans for students moving to other learning environments or continuing in their current educational settings.

Facilitates training for students, families, district and special education staff in the use of behavior intervention and instructional strategies for the purpose of assisting students in learning replacement behaviors and generalizing skills across settings.

Participates in a variety of meetings, workshops and committees (e.g. provides technical expertise, information and assistance to special education managers; provides professional development and support to staff regarding crisis intervention, etc.) for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.

Participates in the individual Education Plan (IEP) process as a member of the IEP team (e.g. providing input, presenting oral and written information, graphs, etc.) for the purpose of supporting individual student development goals.

Provides recommendations for curriculum modifications and adaptations to support students' behavioral progress and staff's analysis and monitoring of behavioral goals, behavioral support plans and/or behavioral intervention plans for the purpose of ensuring ongoing compliance with implementation of behavior plans.

Provides technical support and training in applied behavior analysis (e.g. discrete trial training; classroom schedules; overall classroom management, etc.) for the purpose of enhancing programs for students and ensuring that program operations are in compliance with regulatory requirements.

Provides services and consultation for students with emotional disabilities (e.g. coordinate activities to implement behavior intervention plans and behavior support plans, including measurable goals and objectives with strategies for meeting them, etc.) for the purpose of ensuring compliance with established guidelines.

Works with district and special education staff in developing data collection systems, monitoring data collection, and analyzing data (e.g. conducts functional analysis assessments, etc.) for the purpose of ensuring effectiveness of interventions and instructional strategies.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: oral and written communication skills; appropriate math skills including calculation of fractions, percents and ratios; positive intervention techniques; and application of child growth and development techniques.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: knowledge of behavioral intervention; curriculum; applicable laws, codes regulations, policies and procedures; applied behavior analysis techniques, operant conditioning, discrete trial format; knowledge and understanding of child growth and development; and specialized knowledge in managing assertive aggressive, and/or non-compliant behavior as approved by the State of California (CPI, ProAct).

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: problem solving; assessing data; interpreting behavior disabilities; responding to crisis situations; collaborating with teachers, staff, specialists, families; meeting deadlines; complying with various regulations and guidelines; training staff; and planning and implementing workshops and conferences.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; directing other persons within a department, large work unit, and/or across several small work units; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience with increasing levels of responsibility is required.

Education: Masters degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

Valid Driver's License & Evidence of Insurability
Behavior Analyst Board Certification
CPI or ProAct certification preferred

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Tuberculosis Clearance

FLSA Status

Exempt

Approval Date

6/21/2017

Salary Grade

108

