

BEHAVIOR ANALYST

PRIMARY FUNCTION:

The Behavior Analyst, under the direction of the Director of Special Education/Students Services, will provide consult, support, and advisory services to parents, teachers, paraprofessionals, administrators, and staff in assessment, development and execution of positive behavioral interventions conforming to the Hughes Bill and to IDEA. The Behavior Analyst will be familiar with regular education curriculum and state standards, and have expertise in the area of Autism Spectrum Disorder and Applied Behavior Analysis. The Behavior Analyst will participate in the development and implementation of policies and practices related to management of student problematic behaviors, including children with Autistic Spectrum Disorder and with other behavioral challenges.

Professional Responsibilities

1. Assist with design and implementation of programs, including early intensive behavior intervention, discrete trial training, pivotal response training, and other evidence based teaching approaches that support student achievement in students with autism and other behavioral challenges.
2. Plan and develop with school teams for providing positive behavior supports and services to students and teachers.
3. Provide staff development activities to support teachers, assistants, and other staff working with students with autism and other behavioral challenges.
4. Provide training programs for teachers and other staff on data collection, behavioral analysis, positive discipline techniques, and behaviors related to autism program planning.
5. Provide workshops for parents of students with autism and other behavioral challenges.
6. Conduct Functional Analysis Assessments and other assessments for students with autism.
7. Plan and implement and/or supervise employees who implement behavioral intervention plans in collaboration with school teams.
8. Conduct site visits for the purpose of providing on-site consultation, training, and assistance to staff.
9. Participate as a member of the IEP team regarding placement, review and transition decisions.
10. Provide intervention strategies for the general education classroom and individual students with high risk behaviors.
11. Serve as liaison between District and other agencies providing services, including, but not limited to, non-public schools, Regional Centers, and Department of Mental Health.
12. Implement policies, philosophy and goals of the District as adopted by the Board of Education.
13. Provide information for reports required by State and District.
14. Participate in special projects developed by the District.
15. Pursue professional growth opportunities through attendance at conferences, professional meetings and course work completion, as applicable..

ESSENTIAL FUNCTIONS:

Direct Service and Consultation

1. Plans and carries out training of groups of teachers and parents in applied behavior analysis, positive behavior support, functional analysis assessment and execution of behavioral plans.
2. Assists IEP teams in developing behavior support systems, educational objectives and written instructional plans.
3. Conducts behavioral assessments for students with behavioral problems.

4. Consults with psychologists, teachers and parents.
5. Plans and executes training of teachers, paraprofessionals and parents.
6. Provides training and consultation in the adaptation of appropriate curriculum to various behavioral interventions.
7. Provides training in the documentation of various behavioral interventions.
8. Attends IEP meetings as a consultant.

Other Duties and Responsibilities

1. Consult and cooperate with special education personnel and participate in department meetings.
2. Represent the District at county and state level meetings of professional associations dealing with your job responsibilities.

QUALIFICATION STANDARDS:

1. Ability – Above average recommendations from supervisors or other professionals who have observed the candidate's personal characteristics, scholastic attainment and professional performance.

EXPERIENCE/EDUCATION/CREDENTIALS:

1. Bachelor's Degree (Master's preferred) in applied behavioral sciences, psychology, social work, education or mental health fields
2. Board Certified Behavior Analyst
3. Minimum three (3) years experience with extensive involvement with autistic and/or severely disabled students
4. Minimum of three (3) years experience in assessment, planning and execution of various behavioral interventions
5. Experience in training of teachers, parents and paraprofessionals in assessments, planning, execution and documentation of various behavioral interventions
6. Extensive participation in professional development training related to behavioral interventions

KNOWLEDGE AND ABILITIES:

1. PreK-8 curriculum
2. Curriculum adaptation methodology
3. California Education Code and IDEA relevant to behavioral interventions
4. Discrete trial instruction/TEACCH
5. Autism and related disorders and their behavioral implications
6. Data gathering methodology
7. Diagnostic teaching
8. Interpersonal skills using tact, patience and courtesy
9. Positive behavior management principles and techniques
10. Serve in a consultant role
11. Adapt appropriate curriculum to behavioral interventions
12. Train teachers to adapt curriculum to conform to behavior plans
13. Carry out appropriate assessment for various behavioral problems and learning problems related to inappropriate behavior

14. Train teachers, parents and paraprofessionals to properly document behavioral interventions and student learning progress
15. Serve as a consultant to administrators, psychologists, teachers, and parents
16. Communicate with competent oral and written English skills.
17. Establish and maintain cooperative and effective working relationships with others.
18. Maintain confidentiality and use discretion.

PHYSICAL DEMANDS AND WORKING CONDITIONS:

1. Indoor and outdoor work environment.
2. Driving between sites.
3. Bending at the waist, kneeling or crouching to assist students.
4. Dexterity of hands and fingers to operate a computer keyboard.
5. Following training, restrain students who become physically aggressive.
6. Hearing and speaking to exchange information and make presentations.
7. Lifting to assist students; lifting to move equipment and materials.
8. Seeing to read, prepare and review a variety of activities and to monitor student health and activities.
9. Sitting or standing for extended periods of time.
10. Walking extended lengths to move around offices, campuses, and community.
11. Potential exposure to communicable diseases and contact with blood and other body fluids.
12. Potential exposure to physical injury from aggressive behavior