

BEHAVIOR ANALYST

DISTINGUISHING FEATURES OF THE CLASS:

An employee in this class is involved in the development, implementation and evaluation of interventions, behavioral supports, contextual supports and staff professional development for intellectually and developmentally disabled or at-risk students. Incumbents will work collaboratively with school district/school-based administrators, school teams to execute effective behavioral instruction, functional assessments and the implementation of plans to provide support in creating positive outcomes and increased academic engagement for all students. The work is performed under the general supervision of a higher level administrative employee with considerable leeway for the exercise of independent judgment and initiative in carrying out the duties of the position. Supervision is exercised over other support staff (ie. Behavioral Aide).

TYPICAL WORK ACTIVITIES:

Typical work activities for incumbents in this title include those listed below in addition to those work activities performed by lower level support titles. They are indicative of the level and types of activities performed by incumbents in this title. They are not meant to be all inclusive and do not preclude a supervisor from assigning activities not listed which could reasonably be expected to be performed by an employee in this title.

1. Provides onsite support and develops staff and parent trainings in the areas of proactive behavior support and applied behavior analysis;
2. Conducts direct observations and assessments of individual students and their learning environments;
3. Develops, implements, and coordinates delivery of behavioral services to students;
4. Participates in interdisciplinary team review meetings to discuss behavioral intervention and support plans;
5. Collects baseline and intervention data to evaluate outcomes including progress monitoring;
6. Engages in research as well as professional development activities to enhance the program and to remain current in the field;
7. Conducts functional behavioral assessments/analysis and develops support/intervention plans;
8. Develops and/or provides guidance for one to one supplementary support personnel plans;
9. Completes written behavioral summaries to assist teachers and administrators in the development of appropriate learning experiences and behavior plans;
10. Maintains program records and statistical report of students evaluation, treatment plans, number of students assessed, and their progress.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Thorough knowledge of principles and practices of counseling and behavioral assessment techniques and analysis;

Good knowledge of strategies used to identify target behavior(s), purpose of behavior(s) and environmental factors that may contribute to the existence of said behavior(s);

Good knowledge of factors underlying student development and growth;

Ability to prepare and provide training regarding proactive and positive behavior supports and applied behavior analysis;

Ability to develop behavioral support/intervention plans and programs;

BEHAVIOR ANALYST (Cont'd)

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: (Cont'd)

Ability to establish a rapport with students of all abilities;
Ability to remain clear and decisive in emergency and stressful situations;
Ability to work with other school personnel as a team member;
Ability to direct and oversee the work of others;
Ability to communicate effectively both orally and in writing;
Personal characteristics necessary to perform the duties of the position;
Physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS:

- EITHER: (A) Bachelor's Degree in Applied Behavior Analysis, Education, Psychology, Counseling, Social Work or a related field AND two (2) years experience working with intellectually and developmentally disabled or at-risk students;
- OR: (B) Associates Degree in Applied Behavior Analysis, Education, Psychology Social Work, or a related field AND four (4) years experience working with intellectually and developmentally disabled or at-risk students;
- OR: (C) An equivalent combination of education, training, and experience between the limits of (A) and (B) above.

NOTE: Your degree or college credit must have been awarded by a college or university accredited by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of Education.

SPECIAL REQUIREMENT: Certification as a Board-Certified Behavior Analyst (BCBA, BCBA-D), or as a Board- Certified Associate Behavior Analyst (BCaBA).

ADOPTED: 7/22/2022