

MONTEREY COUNTY OFFICE OF EDUCATION

BEHAVIOR ANALYST SPECIAL EDUCATION

CLASSIFICATION: Certificated/Classified Management
SALARY LEVEL: 76
WORK YEAR: 220

DEFINITION:

Under the direction of the Senior Director of Special Education, the Behavior Analyst is responsible for providing, support, consultation and training to school site administrators, staff, paraprofessionals, instructional assistants, support staff and teachers in appropriate behavioral intervention plans for students with behavioral challenges; conducting behavioral assessments and providing functional analysis assessments; developing behavioral intervention plans and/or escalation cycle management plan as needed for students with behavioral challenges; managing the School Psychologist Behavior Assistance and Support Program (BASP), Behavior Specialist and Behavioral Support teachers as needed to support classrooms and students; training and evaluating the performance of assigned staff.

SUPERVISOR:

Senior Director of Special Education

POSITIONS SUPERVISED:

Classified staff assigned

QUALIFICATION REQUIREMENTS:

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

MAJOR DUTIES AND RESPONSIBILITIES: The following is a list of duties that is representative of the position that includes but is not limited to:

- Provide support, consultation and training to school site administrators, staff, paraprofessionals, instructional assistants, support staff and teachers in appropriate behavioral intervention plans for students with behavioral challenges
- Conduct behavioral assessments and provide functional analysis assessment; develop behavioral intervention plans and/or escalation cycle management plan as needed for students with behavioral challenges and aggressive behaviors; refer students to school programs and outside agencies as appropriate
- Manage School Psychologist, BASP, Behavior Specialist and Behavioral Support teacher positions as needed to support classrooms and students; conduct staff meetings with collaborative team
- Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions

- Attend and participate in Individualized Education Program (IEP) and other assigned meetings and conferences concerning students with special needs; collaborate with faculty, staff and administrators in the formulation, development and implementation of IEPs, behavior intervention plans and related services, goals, objectives and options
- Develop and provide consultation and training in methods specific to Applied Behavior Analysis to teachers, assistants and management; plan and implement quality in-service programs for classroom teachers, staff and leadership team
- Conduct classroom observations and data collection in the classroom on students with behavioral needs; review data collection procedures
- Support and consult in the classroom with students and during staff meetings
- Support staff in the adaptation of curricular materials and delivery of instruction as appropriate
- Prepare and maintain a variety of comprehensive reports, behavior plans, records and files related to assigned activities and personnel; compile, prepare and analyze statistical data
- Write concise and detailed reports concerning observations, behavioral intervention plans and evaluations; provide support and recommendations to staff as needed
- Prepare and maintain a variety of logs, records, reports and files related to students, transition, behavior intervention plans and assigned activities
- Assist in developing department budget
- Confer with teachers, administrators, students and families concerning the progress of student's; communicate with staff, administrators, outside agencies and parents to coordinate activities, exchange information and resolve issues; maintain referrals for behavior support
- Maintain current knowledge of applicable laws, codes, regulations, policies and procedures related to assigned activities
- Operate a variety of office equipment including a computer and assigned software; drive a vehicle to various sites to conduct work
- Maintain awareness of and ensure compliance with relevant State and Federal laws and regulations, Monterey County Office of Education Board Policies, Superintendent Policies and Administrative Regulations

OTHER DUTIES:

Perform other job-related duties as required

PHYSICAL AND MENTAL CHARACTERISTICS

Physical, mental and emotional stamina to perform the duties and responsibilities of the position; manual dexterity sufficient to write, use the telephone, business machines; vision sufficient to read printed materials; hearing sufficient to conduct in person and telephone conversations; speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone and addressing groups; physical agility to push/pull, squat, twist, turn, bend, stoop and to reach overhead; physical mobility sufficient to move about the work environment (office, district, school site-to-site), drive an automobile, and respond to emergency situations; physical strength sufficient to lift 25 pounds; physical stamina sufficient to sit for prolonged periods of time; mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Master's degree from an accredited college or university in arts or science or a related field
- Three (3) years experience in an educational setting developing and implementing positive behavioral intervention plans for students diagnosed with complex and/or severe or other behavioral challenges
- Advanced training in the area of Applied Behavior Analysis

Knowledge of:

- Practices, procedures and techniques involved in the development and implementation of IEP and behavior intervention plans
- Theory and techniques of Applied Behavior Analysis
- Positive behavioral intervention techniques
- Principles and practices of supervision and training
- Current methodologies, communication systems and intensive data driven programs related to students with special needs
- Infant to transition (birth to age twenty-two) public school curriculum, instruction, classroom management
- In-home and school environment behavioral intervention techniques
- Problems and concerns of students with special needs
- Applicable federal, State and local laws, codes, policies, procedures and regulations including mandates related to special education programs and the delivery of behavioral services
- Instructional methods and techniques
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Operation of a variety of office equipment including a computer and assigned software

Skills and Abilities:

- Collaborate with IEP team and support staff in developing appropriate strategies for students with special needs
- Manage and a direct team of professionals and supervise the performance of assigned personnel
- Develop, write and implement effective Applied Behavior Analysis services including data collection, program development, monitoring and report writing
- Conduct functional analysis assessments
- Assess student skill areas and behavioral challenges
- Share and demonstrate knowledge of behavioral analysis, positive discipline techniques and effective practices
- Understand and relate to children with special needs
- Implement various communication systems and appropriate methodologies
- Plan and implement quality in-service programs for classroom teachers, staff and leadership team
- Prepare and maintain a variety of comprehensive reports, records and files
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others

- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines
- Work independently with little direction
- Plan and organize work
- Interpret, apply and explain applicable laws, codes, regulations, policies and procedures
- Operate a variety of office equipment including a computer and assigned software
- Drive a car to conduct work

Desirable Qualifications:

- Bilingual/Biliterate in Spanish
- California Pupil Personnel Services Credential
- California Administrative Credential

Licenses and Certifications:

- Board Certified Behavioral Analyst (BCBA) certification
- California Driver's License with evidence of insurability