YOLO COUNTY OFFICE OF EDUCATION

CLASS TITLE: BEHAVIOR ANALYST

BASIC FUNCTION:

Under the direction of the Assistant Superintendent-Special Education, collaborate with classroom teachers and support staff to design, implement and evaluate Behavioral Intervention Plans (BIP's) for identified students with autism and other behavioral challenges; conduct assessments and develop treatment plans for students with challenging behaviors; provide staff training and lesson progression consultation; supervise the performance of assigned staff.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Collaborate with classroom teachers and support staff to design, implement and evaluate Behavioral Intervention Plans (BIP's) for identified students with autism and other behavioral challenges including data collection, program development, monitoring and report writing.

Collaborate with District and County administrators to develop and implement Behavioral Services within the SELPA; assure educational programs meet intensive needs of students identified with Autism Spectrum Disorder and other behavioral challenges.

Assess various skill domains such as communication, self-help, play, social, cognitive and behavioral repertories to determine strengths and deficit areas; assess initial and ongoing skill acquisition, development and generalization of skills.

Develop, write and implement effective Behavioral Intervention Plans (BIP'S) focused on stabilizing the student in their current setting with Special Education teachers; conduct Functional Analysis Assessments.

Assume management responsibility for BIP's; serve as a resource to teachers, staff, parents and school districts regarding assigned functions; develop effective working relationships with students, teachers, parents, and support staff.

Implement various communication systems and appropriate methodologies including Applied Behavior Analysis theories and techniques; adapt curriculum plans to individual student needs.

Provide staff training and lesson progression consultation; plan and implement quality in-service programs for classroom teachers and staff; conduct classroom and student observations as needed; drive a vehicle to conduct work.

Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions as requested.

Confer with program staff to develop systems for managing crises in the classroom.

Communicate with staff, administrators, outside agencies and parents to coordinate activities, exchange information and resolve issues.

Share and demonstrate knowledge of behavioral analysis, positive discipline techniques and effective practices with parents and school personnel; interpret, apply and explain applicable laws, codes, regulations, policies and procedures related to assigned activities.

Prepare and maintain a variety of comprehensive reports, records and files related to assigned activities and personnel; read, plot and analyze data utilizing graphs.

Provide technical expertise, information and assistance to the Assistant Superintendent, Special Education regarding assigned functions; participate in the formulation and development of policies, procedures and programs.

Attend and conduct a variety of meetings and conferences related to assigned students and activities; maintain current knowledge of applicable laws, codes, regulations, policies and procedures.

Operate a variety of office equipment including a computer and assigned software.

OTHER DUTIES:
Develop various forms and training protocols.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Positive behavioral intervention techniques.
Current methodologies, communication systems and intensive data driven programs related to students with autism.
Problems and concerns of students with special needs.
Theory and techniques of Applied Behavior Analysis.
Instructional methods and techniques.
Curriculum, goals and objectives of the department.
Operation of a variety of office equipment including a computer and assigned software.
Oral and written communication skills.
Principles and practices of supervision and training.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.

ABILITY TO:
Develop, write and implement effective Behavioral Intervention Plans (BIP'S) including data collection, program development, monitoring and report writing.
Conduct Functional Analysis Assessments.
Assess student skill areas and behavioral challenges.
Understand and relate to children with special needs.

Share and demonstrate knowledge of behavioral analysis, positive discipline techniques and effective practices.
Implement various communication systems and appropriate methodologies.
Provide staff training and lesson progression consultation.
Plan and implement quality in-service programs for classroom teachers and staff
Supervise the performance of assigned personnel.
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.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in psychology or a related field and two years experience designing and implementing positive behavioral intervention plans with elementary and secondary students diagnosed with autism; certified Behavior Analyst preferred; 12-15 units of coursework in Applied Behavior Services; specialized training in managing assertive, aggressive and/or non-compliant behavior.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:
Office and classroom environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Dexterity of hands and fingers to operate a computer keyboard.
Hearing and speaking to exchange information in person and on the telephone.
Seeing to read a variety of materials and observe students.
Sitting or standing for extended periods of time.
Bending at the waist, kneeling or crouching to reach materials and work with students.

HAZARDS:
Contact with dissatisfied or abusive individuals.