

**ALISAL UNION SCHOOL DISTRICT
PERSONNEL DIVISION
JOB DESCRIPTION**

BEHAVIOR ANALYST

PRIMARY FUNCTION:

Under the direction of the Director of Special Education, the Behavior Manager 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 Behavior Specialist to support classrooms and students; training and evaluating the performance of assigned staff.

DIRECTLY RESPONSIBLE TO: Director of Special Education

MAJOR DUTIES AND RESPONSIBILITIES:

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 Behavior Specialist 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, Alisal Union School District Board of Trustees Policies, Superintendent Policies and Administrative Regulations.

Perform other job-related duties as required.

MINIMUM 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 twelve) 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 (English-Spanish) proficiency

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

PHYSICAL EFFORT/WORK ENVIRONMENT

Physical strength to perform the tasks that may be required of a Director; these physical requirements include:

1. Physical and mental stamina to perform the duties and responsibilities of the position
2. Physical ability to push/pull, squat, twist, turn, bend and to reach overhead
3. Physical mobility sufficient to move about the work environment (office, district, school site to site), drive an automobile and to respond to emergency situations
4. Physical strength sufficient to lift 25 pounds
5. Ability to sit for prolonged periods of time
6. Demonstrated ability to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, and make valid judgments

THE BOARD OF EDUCATION DESIGNATES THIS POSITION AS CLASSIFIED MANAGEMENT

The work year for this position is 221 days

BOARD APPROVED: 06/17/2019