



Sequoia Union High School District

Job Description

JOB TITLE:	Certificated Board Certified Behavior Analyst
REPORTS TO:	Reports to the Executive Director Special Education
CLASSIFICATION:	Certificated
SALARY SCHEDULE:	Certificated
WORK - YEAR / HOURS:	210 days
LOCATION:	Various
BOARD APPROVAL:	August 8, 2018

DEFINITION

Under the general supervision of the Executive Director of Special Education, provides consultation services and direct instructional and behavioral services to support students with severe disabilities including autism spectrum disorders and emotional disturbances. The Behavior Analyst provides support and training to school site administrators, staff, and parents/guardians in appropriate behavior assessment, behavioral intervention techniques, , and the development and execution of behavioral intervention plans.

ESSENTIAL DUTIES

- Develops and prepares ongoing support and training in current evidence-based practices of applied behavior analysis including discrete trial training, establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the students natural environment.
- Assists with the planning and oversight of the development and implementation of programs, policies, and best practices related to instruction using the principals of Applied Behavior Analysis (ABA) for students with autism.
- Assists with the planning and oversight of the development and implementation of programs, policies, and best practices relative to the management of students' behavior, including students with emotional disturbance (ED).
- Maintains and delivers “blended services” for students in a general education setting who are in need of behavioral supports and/or more intensive structured teaching supports.
- Works with district and special education staff in developing data collection systems, monitoring data collection, and analyzing data to ensure the effectiveness of interventions and instructional strategies.
- Consults with Special Education staff and partners for the purpose of developing interim intervention and transition plans for students moving between learning environments.
- Develops materials, provides resources, and delivers professional learning to administrators, certificated teachers, para-professionals, and parents/guardians in Applied Behavior Analysis (ABA), Crisis Prevention Intervention (CPI), and other evidence-based

methodologies related to serving the needs of students with behavior difficulties.

- Conducts behavioral and functional assessments, including Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) that conform to IDEA and California Education Code.
- Plans and oversees the development and implementation of programs, policies, and best practices related to instruction using the principles of ABA for students with autism and other disabilities.
- Assists District staff with development and implementation of behavior plans, ABA programs and other appropriate programs for students with autism and/or other disabilities that present behavior or learning challenges.
- In collaboration with the Special Education teacher, develops effective behavioral intervention plans including behavioral goals focusing on stabilizing the student in his/her current setting.
- Consults with staff concerning appropriate learning strategies and positive behavior interventions to support a student's access to instruction and to make academic progress in the least restrictive environment.
- Contacts parents to discuss behavior events and to obtain signed behavior related forms.
- Presents comprehensive reports about assessment results at Individualized Education Program (IEP) team meetings.
- Makes recommendations to the IEP team based on the findings of each assessment and specific to the identified disability as it relates to classroom performance and access to the core curriculum.
- Participates in the development and maintenance of ongoing relationships with other agencies serving students with disabilities.
- Performs related duties as assigned.

QUALIFICATIONS

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

KNOWLEDGE OF:

- Research, data collection, and evaluation methods and procedures
- Staff development programs and techniques
- Applicable laws, codes, regulations, policies, and best practices governing students with disabilities in a 9 – 12 public school setting
- District curriculum and state curriculum standards
- Interpersonal communication, consultation, and group leadership skills necessary to work effectively with students, parents, teachers, and administrators

ABILITY TO:

- Plan, supervise, organize, schedule, and problem solve.

- Prioritize and schedule work.
- Maintain current knowledge of program rules, regulations, requirements, and restrictions.
- Establish and maintain cooperative and effective working relationships with others.
- Collect and analyze data to prepare a variety of reports.
- Effectively communicate assessment results both orally and in writing
- Supervise BCBA candidates within the district
- Communicate effectively in oral and written form
- Use technology effectively for work completion, communication, and presentations.

EDUCATION, TRAINING, AND EXPERIENCE:

- Bachelor's degree
- Special Education Specialist Credential
- Board Certified Behavior Analyst certification
- California Driver's License and evidence of insurability
- three (3) years of experience working as a behavior or autism specialist in public education classrooms for students with mild to severe autism and other developmental delays
- Experience and training in performance of functional behavior assessments and functional analysis assessment, development of behavioral plans, and training and use if emergency behavioral intervention
- Experience and training in appropriate curriculum, instruction, classroom management, and intervention techniques

PHYSICAL REQUIREMENTS

Working Conditions & Physical Demands:

- Indoor and outdoor work environments with some exposure to weather
- Dexterity of hands and fingers to operate equipment
- Bending at the waist, kneeling, crouching, or reaching above the head to store or retrieve materials
- Hearing and speaking to exchange information
- Seeing to perform work and read printed materials
- Lifting to 25 pounds;
- Potential exposure to students displaying physically aggressive, self-abusive or socially undesirable behavior.
- Driving a vehicle to conduct work at various district locations or student homes.

OTHER REQUIREMENTS

Possession of a valid California driver's license and/or be able to provide own transportation in conduct of work assignments (mileage reimbursed); willingness to travel as needed.