

CLASSIFICATION TITLE: Behavior Analyst

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITIES:

Under the supervision of an administrator and working as a member of the site/program team, develops and implements an effective behavioral management plan for students including classroom activities. Performs other related duties as assigned.

DIRECTLY RESPONSIBLE TO:

Assistant Superintendent of Special Education

SUPERVISION OVER:

None

ESSENTIAL DUTIES AND RESPONSIBILITIES:

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

Behavior Management/Behavior Modification:

Works as a team member with teachers, counselors, school social workers and other appropriate personnel to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed; assists instructional personnel by participating as a team member in the development and monitoring of comprehensive behavioral objectives, goals and plans, including a Behavior Support Plan (BSP) and/or a Behavior Intervention Plan (BIP); works one-on-one with students to affect behavior changes; evaluates student's needs and provides interventions to redirect behavior; implements behavioral programs designed to make positive and appropriate changes; assesses crisis situations and defuses situations using conflict resolution and crisis management techniques; reinforces appropriate behaviors and redirects negative behaviors; provides values clarification including rules, expectations and consequences; implements consequences for inappropriate behavior; with proper training, physically restrains students if necessary for safety.

Communication/Consultation:

Works with related agencies to develop an effective program of activities for changing unacceptable behavior of students; provides information to parents, guardians, or other care providers concerning action of students; insures consistency of behavioral standards by coordinating with appropriate student contacts; monitors physical and emotional changes in students and reports to appropriate personnel and agencies; consults with teachers, support staff, and administrators to obtain information and advice on prior behavior problems, and provides information as necessary concerning behavioral concerns.

Program/Staff Support:

Maintains a professional rapport with program/site staff; assists the school site team by monitoring student behavior changes, assisting with academics, and supervising various activities during the course of the instructional day to maintain a controlled and safe environment for students and staff; attends IEP (Individualized Education Plan) and student progress meetings as requested; maintains awareness of fire drill procedures, earthquake preparation and emergency contingency plan for the school site; implements school's emergency procedures as requested; attends and provides trainings regarding safety, security, physical restraints and behavior management procedures as requested; oversees peer counseling groups, social skills instruction, recreational activities, and other learning opportunities as requested; attends and participates in program/site team meetings.

Records Management:

Maintains records and charts regarding contacts with students which detail proposed and completed behavioral objectives; maintains records management systems which allow for efficient retrieval of necessary data; provides written reports of activities to staff and administrators including referral logs, crime, incident, suspension and accident reports; may administer medication and maintain records of medications as directed by prescription, parent or guardian, and school nurse; maintains log for Medi-Cal billing; maintains other related documents and records as necessary.

MINIMUM QUALIFICATIONS:

Licenses or Certifications:

Certification in an approved Crisis Intervention and/or Behavior Intervention Program; Board Certification Behavior Analyst (BCBA) or ability to obtain.

Education, Training and Experience:

Any combination of education, training and experience equivalent to the possession of a bachelor's degree with emphasis in psychology, social work or special education; previous experience in special education and working with at-risk students or students who are emotionally disturbed; professional assault crisis training; and crisis intervention/behavior intervention strategies.

Knowledge of:

Appropriate behavioral intervention strategies; instructional methods and learning theory; laws, rules and regulations of acceptable behavioral intervention; interpersonal skills needed to manage crisis situations; records management systems; standard software applications.

Skill and Ability to:

Assess situations and make proper judgments; understand behavioral situations and react accordingly; objectively analyze crisis situations; respond quickly to emergency situations; communicate effectively and make recommendations to various agencies, groups, and individuals; perform general clerical duties including maintaining accurate records and preparing clear and concise reports; communicate effectively in both oral and written forms with students and adults from different cultural and socioeconomic backgrounds; use a computer to prepare documents and maintain records; work independently and make decisions within the framework of established guidelines; work in a team environment; supervise students; be trained and updated in safety, security, physical restraints, and behavior management procedures.

Other Characteristics:

While performing the duties of this job, the employee frequently is required to sit, stand, walk, stoop, kneel, crouch, squat, twist and lift up to 50 pounds. Exposure to outdoor climate and possibly violent or abusive behavior.