

SCHOOL DISTRICT OF OKEECHOBEE COUNTY

BEHAVIOR ANALYST

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree from an accredited educational institution in applied behavioral sciences, psychology, education, or other related field.
- (2) Board certified as a Behavioral Analyst (BCBA) or Applied Behavioral Analyst.
- (3) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of educational theories, principles, practices, and techniques related to General Educational and Exceptional Student Education (ESE). Ability to use effective communication skills including problem solving, conflict resolution, mediation, and oral and written communication. Knowledge of specific exceptionalities including federal, state, local laws, rules, regulations, statutes, and procedures pertaining to the effective operation and management of the specific programs. Ability to collect, analyze and interpret data. Technology skills appropriate for modern office operating such as word-processing, Telecommunications use, spreadsheet data collection, and information management. Ability to adapt/develop unique products for nontraditional programs. Knowledge of staff development rules and the ability to locate appropriate providers, organize and facilitate the activities, implement the training, and evaluate the effectiveness and carry over. Ability to consult and collaborate with parents and educators related to General Education and Exceptional Student Education services. Ability to advise site based administration and staff in the implementation of special programs. Ability to travel to schools throughout the district.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL

To analyze and assess behavior, develop behavior plans and monitor the implementation of behavior plans to assist students to develop appropriate behavioral patterns.

SUPERVISES:

Personnel as Assigned

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

- * (1) Participate in the district's exceptional student education planning process including development and implementation of behavior intervention plans.
- * (2) Collect information from parents, administrators and teachers through interviews and consultations as it relates to student learning and behavior difficulties.
- * (3) Participate as a member of school based educational and behavioral planning teams.
- * (4) Establish schedules for behavioral interventions and trainings.

Behavior Analyst (Continued)

Classroom Management

- * (5) Model effective classroom management techniques.
- * (6) Coordinate and implement the school discipline plan.
- * (7) Assist with the management of student behavior schoolwide.
- * (8) Establish and maintain a positive, organized and safe environment for students.
- * (9) Identify and select appropriate materials and equipment for behavioral services.
- * (10) Use time effectively.

Assessment/Evaluation

- * (11) Conduct behavior assessments that include functional analysis, assessment of functional skills and assessment of potential reinforcers.
- * (12) Use standardized tests to screen, evaluate and reassess students' needs.
- * (13) Conduct informal and formal observations of students as part of the evaluation process.
- * (14) Review student records and analyze information pertinent to student learning and school adjustment needs.
- * (15) Participate in the reevaluation of students with behavior problems.
- * (16) Maintain accurate daily records and data collection to document students' progress, including requirements for Medicaid.

Intervention/Direct Services

- * (17) Participate in the development of appropriate interventions and strategies to assist individual students in academic growth and school adjustment.
- * (18) Utilize knowledge of behavioral principles to develop and assist in the implementation of specific behavioral management plans for individual students, classrooms and the school.
- * (19) Assist students to monitor their own behavior.
- * (20) Participate in student manifestation hearings.
- * (21) Serve as expert witness in due process hearings related to students with disabilities with behavior problems.
- * (22) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- * (23) Implement Behavior Intervention Plans with specific instructions to students, teachers, and other professionals, parents and any other participants on an interdisciplinary team.
- * (24) Initiate referrals to other agencies as needed.
- * (25) Serve on the crisis intervention team for the district.
- * (26) Monitor the implementation of behavior plans.

Technology

- * (27) Use technology resources effectively.
- * (28) Use technology to establish an atmosphere of active learning.
- * (29) Explore and evaluate new technologies and their educational impact.
- * (30) Use technology to review student assessment data.
- * (31) Use technology for administrative tasks.

Collaboration

- * (32) Communicate evaluation findings to parents, teachers and others through written reports and oral presentations.
- * (33) Present behavioral evaluation findings in exceptional student education staffings to determine eligibility and placement.
- * (34) Serve as a member of school-based student support teams and staffing committees.
- * (35) Provide consultation on an ongoing basis to teachers, parents and other school personnel to resolve students' behavioral problems.

Behavior Analyst (Continued)

- *(36) Collaborate with parents and teachers to encourage consistent expectations for student behavior through meetings, procedures and IEP construction and review.
- *(37) Collaborate with parents and teachers to reinforce positive behavior.
- *(38) Act as a liaison with public and private agents who work with students, *e.g.*, doctors and counselors, as needed.
- *(39) Communicate effectively, orally and in writing, with other professionals, students, parents and community.
- *(40) Assist in developing forms for documentation.
- *(41) Provide families, employees, and other professionals with consultation and instruction in Behavioral Intervention techniques to carry over into daily activities. This may include, home visits and regularly scheduled meetings.

Staff Development

- *(42) Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.
- *(43) Train teachers and assistants to implement specific behavior plans.
- *(44) Train parents to implement behavior plans.
- *(45) Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and district programs.
- *(46) Establish and implement an individual **Professional Development Plan** annually in accordance with state and district requirements.
- *(47) Participate in district sponsored staff development programs and in-service to achieve required continuing education credits to maintain Board Certification

Professional Responsibilities

- *(48) Act in a professional and ethical manner and adhere at all times to The Code of Ethics for Behavioral Specialists and the Principles of Professional Conduct of the Education Profession in Florida.
- *(49) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
- *(50) Keep updated on student/school legal issues and follow established procedures.
- *(51) Mentor new colleagues.
- *(52) Perform and fulfill professional responsibilities.
- *(53) Maintain confidentiality of all student records
- *(54) Complete and submit Medicaid forms for eligible students.
- *(47) Follow attendance, punctuality and other qualities of an appropriate work ethic.
- *(48) Ensure adherence to good safety standards.

Student Growth and Achievement

- *(49) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.
- *(50) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.
- (51) Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Heavy Work: Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects.

Behavior Analyst (Continued)

May be required to restrain a physically active individual as a temporary safety measure in accordance with School Board Policy 5.36.

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TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved 02/09/2016