

Sacramento County Office of Education Job Description

Classification Title: Behavior Analyst

DEFINITION

Under general supervision, the Behavior Analyst provides consultative and direct behavioral support services to Sacramento County Office of Education (SCOE) staff and programs, which includes conducting assessments of students with challenging behaviors to identify their needs, developing individualized intervention plans, and monitoring plan implementation; also provides in-service and on-site training in implementation of appropriate instructional strategies, behavior intervention techniques, and behavior plans to educational staff.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

None; however, may provide technical direction to other educational team members.

DUTIES AND RESPONSIBILITIES

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

Behavior Intervention and Support

Evaluates data to identify student's needs and develop behavioral intervention plans; coordinates activities related to Functional Behavior Analysis (FBA), and the design and implementation of Behavior Intervention Plans (BIP); develops behavior plans for students with serious behavioral excesses requiring Tier III interventions; based on data and input from the educational team, develops, monitors, and implements Applied Behavior Analysis (ABA) programs designed to make positive and appropriate changes; identifies interventions to support and optimize positive behavior;

Communication/Consultation

Consults with educational staff to develop universal program interventions which address environmental and curricular adjustments to support student's behavioral success; monitors the effectiveness of behavior interventions and instructional strategies; implements ABA in a variety of settings to provide appropriate supports for students; presents oral and written reports as a member of the Individualized Education Program (IEP) team; collaborates with partnering agencies to ensure continuity of in-class behavioral support for students transitioning between programs; works with related agencies to develop an effective program of activities for changing unacceptable behavior of students; ensures consistency of behavioral standards by coordinating with appropriate contacts for student.

Program/Staff Support

Provides technical assistance, training, coaching, resources, and shadowing of site-based behavior support and other educational staff in the fundamentals of ABA and the implementation of ABA programs; demonstrates and trains staff in the use of behavior intervention techniques and instructional strategies designed to assist students in learning replacement behaviors and generalizing skills across settings; provides training in reactive strategies and assist with crisis response, if needed; provides technical assistance and oversight of trainees pursuing Board Certified Behavior Analyst (BCBA), Board Certified Assistant Behavior Analyst (BCaBA), or Registered Behavior Technician (RBT) certification requiring ongoing fieldwork hours supervision; with proper training, physically restrains students, if necessary, for students' safety or the safety of others.

Records Management

Works with education staff in developing and monitoring data collection systems and analyzing data; reviews data collection and records management of site-based behavioral staff and provides guidance

regarding effective data collection management, tools, and methods; collects and maintains data and prepares a variety of reports; maintains and references records and charts regarding contacts with students which detail proposed and completed behavioral objectives; prepares and provides written reports to staff and administrators; maintains log for Medi-Cal billing; maintains other related documents and records as necessary.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Appropriate degree, or coursework in applied behavior analysis, from an accredited institution; possession of current BCBA certification issued by the Behavior Analyst Certification Board and one year experience as a Behavior Analyst; training in behavior intervention strategies, and experience working with students with disabilities in a classroom setting is desirable.

Knowledge of

ABA intervention strategies and techniques; instructional methods and learning theory; principles of Positive Behavior Intervention Support (PBIS); child development milestones; disability categories under the Individuals with Disability Education Act; laws, rules, and regulations related to behavioral intervention; behavioral intervention strategies and methodologies applied in educational settings; special education programs and the IEP process; records management systems; effective data collection and reporting techniques; interpersonal skills needed to manage crisis situations; correct English grammar, punctuation, and spelling; software applications including videoconferencing platforms.

Skill and Ability to

Develop and implement intervention plans; design classroom programs using ABA techniques and strategies; follow oral and written directions; deliver relevant training to staff; organize and maintain materials and supplies; direct individual and group activities; assess situations and make proper judgments; understand behavioral situations and react accordingly; objectively analyze crisis situations; respond quickly to emergency situations; work efficiently as a positive, contributing member of an educational team; maintain flexibility and sensitivity to changing situations, settings, and needs; collect, analyze, and interpret a variety of data utilizing defined processes; work independently and make decisions within the framework of established guidelines; use a computer to prepare documents, emails, maintain records, conduct research, and gather information; assist in training, planning, and directing the work of other employees; interpret and apply written procedures, laws, rules, and regulations; organize and prioritize tasks and responsibilities; communicate effectively both in oral and written form with people from various cultural and socioeconomic backgrounds; analyze issues, create plans of action, and monitor progress; perform general clerical duties including maintaining accurate records and preparing clear and concise reports; be trained and updated in safety, security, physical restraints and behavior intervention procedures.

Other Characteristics

Possession of a valid California driver's license; willingness to travel locally using own transportation to conduct work assignments; willingness to complete BCBA fieldwork supervision training if supporting trainees pursuing BCBA, BCaBA, or RBT certification.

Approved by Personnel Commission on 4/12/2022