

YUBA COUNTY OFFICE OF EDUCATION  
Management Job Description

BOARD CERTIFIED BEHAVIOR ANALYST

DEFINITION

A Board Certified Behavior Analyst is responsible to the County Office of Education and works under the direct supervision of the Assistant Superintendent of Special Education. The Board Certified Behavior Analyst provides consultative and direct instructional and behavioral services to students with moderate to severe disabilities. The Board Certified Behavior Analyst conducts Functional Behavior Assessments (FBA), develops Behavior Intervention Plans, and provides in-service and on-site training to staff on implementation of instructional and behavioral management strategies.

DUTIES AND RESPONSIBILITIES

Responsibilities include the following- Other duties may be assigned as required:

- Develop and prepare 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
- Maintains and follows through on plans for the purpose of assisting in the training of students, family, and special education staff in the use of behavior intervention and instructional strategies designed to assist students in learning replacement behaviors and generalizing skills across settings
- Provides support as needed for students during inclusion opportunities per their IEP goals, supports and accommodations.
- Conducts Functional Behavior Assessments
- Developing systematic and comprehensive, individualized Behavior Intervention Plans and train and support staff on use of each BIP
- Develops and creates behavior support materials and data collection materials; trains staff on materials
- Plans and maintains a work calendar that accurately accounts for services and IEP meetings
- Coordinates activities for the purpose of implementing behavior intervention plans including measurable goals and objectives with strategies for meeting them
- Provide support in YCOE, classrooms, for any and all behavioral needs, so that classroom teachers may maintain educational control, regardless of behavioral crisis (phone consult and/or direct service)
- Works with 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 School Psychologists for the purpose of developing interim intervention and transition plans for students moving to other learning environments.

- Collaborates with YCOE and Special Education Administrators to develop and design a delivery model for behavior services in YCOE programs
- Participates in the Individual Education Plan (IEP) process as a member of the IEP team by presenting oral and written information and providing input
- Prepares IEP behavior reports via the YCOE Multidisciplinary report, drafts goals, and updates present levels, goals and progress reports
- Attend on-going staff meetings to provide input, feedback and consultation
- Contacts parents to discuss behavior events and to obtain signed behavior related forms
- Collaborates with related service providers to provide appropriate supports for student success
- Participates in professional growth activities such as conferences, classes, staff meetings and program visitations
- Provides regular service reviews to ensure ongoing compliance with implementation of behavior plans
- Provides direct supervision of Registered Behavior Technicians and/or Behavior Assistants.

### MINIMUM QUALIFICATIONS

#### Education and Experience

- A Master's degree from an accredited university is required
- Certification as Board Certified Behavior Analyst by the Behavior Analyst Certification Board (BACB)
- Specialized training in managing assertive, aggressive, and/or non-compliant behavior
- Experience working in a school setting.

#### Knowledge and Abilities

- Knowledge of best evidenced based practices for students on the autism spectrum and all disability areas to assist classroom teachers in developing systematic and comprehensive individualized student programs
- Knowledge required to perform basic math including calculation of fractions, percent's and/or ratios
- Knowledge required to interpret written procedures, complete routine reports, speak clearly and understand multiple step instructions
- Specific knowledge required to satisfactorily perform the functions of the job includes: Understanding of child growth and development; behaviors and common disabling conditions of children as applied to children to young adults, and knowledge of strategies, interventions and methodologies to be applied in educational settings
- Skills required to develop, implement, modify and evaluate intervention plans
- Skills required to follow oral and written instructions
- Skills required to document student response to interventions
- Skills required to create, organize and maintain materials and supplies
- Skills required to communicate clearly and concisely both verbally and in writing
- Skills required to work effectively and professional with education colleagues

- Skills required to function as a positive, contributing member of an educational team
- Ability to schedule a number of activities; often gather, collate, and/or classify data; and coordinate a number of factors
- Ability to have the flexibility required to work with others under a variety of circumstances; analyze data utilizing defined processes
- Ability to work with a diversity of individuals and/or groups; work with data of different types and/or purposes; and utilize a variety of job-related equipment
- Ability to problem solve to analyze issues, create plans of action and reach solutions
- Ability to demonstrate and train staff in the use of techniques and other instructional strategies in autism and behavior management (e.g., Discrete Trial Training, structured teaching, etc.)

#### Physical Ability

- Requires sufficient arm, hand and finger dexterity in order to operate a personal computer keyboard, typewriter and other office equipment
- Requires visual acuity to read words and numbers. Requires speaking and hearing to communicate in person or over the phone
- Requires lifting of light to moderate objects (between 20 to 30 lbs.) on an occasional basis and sufficient ambulatory ability to stand for sustained periods of time
- Facility and stamina to sit and stand for extended periods of time
- Requires ambulatory ability to go to different locations
- Requires the ability to take precautions against a nominal exposure to health and safety risks
- Mental acuity to perform these tasks, to make sound decisions and judgments in the sphere of assigned duties and to make determinations relative to the effective performance of the tasks
- Must possess current certification by the Behavior Analyst Certification Board
- Facility to drive a vehicle.

#### Licenses

Valid California Class C Driver's License