

# SCHOOL DISTRICT OF JACKSON COUNTY

## JOB DESCRIPTION

### BEHAVIOR ANALYST

#### QUALIFICATIONS:

- (1) Masters Degree from an accredited educational institution in applied behavioral sciences, psychology, education, or other related field.
- (2) Board certified as Behavior Analyst (CBA) or Applied Behavior Analyst, preferred.
- (3) Valid Florida Driver's License.
- (4) Documented experience in a school setting, preferred.

#### 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.

#### REPORTS TO:

ESE Director

#### JOB GOAL

To implement Behavioral Intervention programs for appropriately identified students.

#### SUPERVISES:

N/A

#### PERFORMANCE RESPONSIBILITIES

- (1) In consultation with site administrators and the Director of ESE, participate in the implementation behavior intervention plans.
- (2) Participate in developing an Individual Education Plan (IEP) goals, and objectives for each student served.
- (3) Identify/select appropriate materials and equipment for behavioral services.
- (4) Establish schedules for behavioral interventions and trainings.
- (5) Establish and maintain effective and efficient record keeping procedures.
- (6) Maintain accurate daily records and data collection to document student's progress, including requirements for Medicaid.
- (7) Manage time effectively.
- (8) Manage materials and equipment effectively
- (9) Establish and maintain a positive, organized and safe environment for students.
- (10) Use Technology resources effectively.
- (11) Assist in developing forms for documentation.
- (12) Evaluate student's physical needs.

Board Approved January 19, 2010

Amendment Board Approved February 16, 2010 and January 17, 2012

**Behavior Analyst (Continued)**

- (13) Write evaluations and interim progress reports.
- (14) Reevaluate short-term objectives and revise as needed.
- (15) Use standardized tests and clinical observations to screen, evaluate and reassess student's needs.
- (16) Implement Behavior Intervention Plans with specific instructions to students, teachers, other professionals, parents and any other participants on an interdisciplinary team.
- (17) Ensure accurate and timely completion of all functional behavioral assessments.
- (18) Participate in Response to Intervention plan, as needed.
- (19) Monitor and/or assist in providing behavior training to instructional and non-instructional staff.
- (20) Provide for student services as recommended in IEP.
- (21) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting action.
- (22) Communicate effectively, orally, and in writing, with other professionals, students, parents and community.
- (23) Correspond with sponsoring physicians as appropriate.
- (24) Attend IEP meetings and other student-related conferences.
- (25) Provide families, employees, and other professionals with consultation and instruction in Behavioral Intervention techniques to carry over into daily activities. This may include, but not be limited to, home visits and regular scheduled meetings.
- (26) Consult with teachers, parents, and other IEP committee members to ensure that student's needs are being met.
- (27) Participate in appropriate activities for the continuous improvement of professional knowledge and skills.
- (28) Provide district employees inservice training as deemed necessary by the Director of ESE.
- (29) Model professional and ethical conduct at all times.
- (30) Perform all professional responsibilities.
- (31) Prepare required reports and maintain all appropriate records.
- (32) Maintain confidentiality of student and other professional information.
- (33) Comply with policies, procedures, and programs.
- (34) Support school and district goals and priorities.
- (35) Perform other incidental tasks consistent with the goals and objectives of this position.
- (36) Ensure that student growth/achievement is continuous and appropriate for age group and student program classification.
- (37) Establish and maintain a positive, collaborative relationship with student's families to increase student achievement.
- (38) Other duties as assigned by supervisor or administrator.

**PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently as needed to move objects.

**TERMS OF EMPLOYMENT:**

Approved Unit Compensation, Instructional Pay Scale  
196 Days  
7.75 Hours

**EVALUATION:**

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