

**SANTA CRUZ COUNTY OFFICE OF EDUCATION
BEHAVIORAL ANALYST**

DEFINITION

Under the direction of the Executive Director of Special Education, plans, organizes, coordinates, and monitors the Santa Cruz County Office of Education's behavioral curriculum and instructional program to ensure that all services respond to the needs of students with Autism and Moderate to Severe Handicapping conditions in relation to their behavior and social skills. The Behavior Analyst will be assigned to areas of specialized expertise within Special Education regional programs.

SUPERVISION EXERCISED

Support of supervision of professional, technical and clerical staff.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Confers with the Executive Director of Special Education to coordinate curriculum development and activities.

Attends meetings as directed by the Executive Director of Special Education, as well as other supervisors and administration.

Applies and enforces County policies, regulations, contracts and rules.

Assists with the initial transition of new student in-takes/referrals from other county programs and districts.

Coordinates the development of initial student schedules, revising, updating and analyzing for ongoing appropriateness as needed.

Develops a re-entry plan for students transitioning into a more restrictive environment.

Attends and monitors IEPs, writes and updates reports as required.

Writes and updates Behavior Intervention Plans for students as required.

Conducts comprehensive Functional Behavioral Assessments (FBA) as requested.

Ensures that individual and classroom Positive Behavioral Intervention and Supports (PBIS) are in place.

Assists in the response team post-behavior incident reports, both serious and less serious.

Assists in the development, fidelity and implementation of Dynamic Schedules.

Assists in creation of student matrixes for instruction and data.

Analyzes lesson data for progress reports and probes new lessons.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Assists with 15 hours of hands-on direct training of new teachers and paraeducators/behavior associates as per evidenced practices in the area of autism.

Conducts clinical meetings with paraeducator/behavior associates and parents as needed.

Responsible for initial and ongoing paraeducators/behavior associates training as needed.

Conducts classroom observations and demonstrates how to directly collect student behavioral data.

Communicates and consults with Special Education teachers, Instructional Aides, Occupational Therapists/Speech and Language Pathologists, and other support staff and parents.

Coaches others on how to use and communicate about behavioral data.

Provides supervision hours for the work of Board Certified Assistant Behaviour Analysts (BCaBA), Registered Behaviour Technicians (RBT), and anyone else who may implement behavior analytic interventions.

Adheres to and is bound by strict ethical codes (Professional and Ethical Compliance Code for Behavior Analysts) to ensure their practice in ABA is based on scientific knowledge and that they are practicing within their boundary of competence.

Provides direct services and coaches others on how to provide social skills training in structured and unstructured environments and contexts.

Meets with Special Education teachers, support staff, paraeducators and behavior associates for consultation, specialized training and to provide feedback to Santa Cruz COE administration.

Participates in the California Autism Professional Training and Information Network (CAPTAIN) a statewide training and technical assistance network with a focus on Evidence-Based Practices for individuals with Autism. Cadre members disseminate information and provide training about evidence based practices at the local level to increase implementation, fidelity and interagency collaborations to support individuals with autism.

Composes assessment reports developed from a variety of standardized and informal sources. Identifies student abilities and needs within educational, developmental or functional parameters.

Performs related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Planning, organization and direction of the overall Special Education Program.

Due process in terms of Special Education conflict resolution.

Knowledge of (continued):

State and federal laws, court rulings, regulations and codes related to Special Education.

Local and state guidelines and requirements concerning Special Education.

Practices and procedures used in the development of instructional and training programs.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Principles and practices of administration, supervision and training.

Applicable laws, codes, regulations, policies and procedures.

Operation of a computer and assigned software.

Techniques used in the assessment and treatment of individuals with disabilities.

Psychological and social aspects and characteristics of children with physical disabilities, emotional and social disturbances; problems, needs and attitudes of individuals with physical disabilities, emotional, and social disturbances.

Skill and Ability to:

Plan, organize, control and direct the overall operation, management and administration of the Special Education Department.

Develop, implement and evaluate program policies and procedures.

Resolve conflicts among staff members, groups, agencies and parents, including mediating placement decisions.

Acts as a liaison to school districts regarding student placements.

Acts as a liaison to other agencies including, but not limited to, SELPA, SARB, CPS, SARC, Mental Health, Social Services, Public Health, Probation, and Vocational Rehabilitation.

Provide support and training for districts as directed by SCCOE administration.

Assist in the evaluation of the performance of assigned staff.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Skill and Ability to (continued):

Analyze situations accurately and adopt an effective course of action.

Meet schedules and timelines.

Work independently with little direction.

Plan and organize work.

Prepare comprehensive narrative and statistical reports.

Direct the maintenance of a variety of reports, records and files related to assigned activities.

Communicate effectively both orally and in writing.

Make independent judgments, analyze difficult situations and make decisions.

Maintain cooperative working relationships with those contacted in the course of work.

Synthesize complex or diverse information; collect and research data; and use intuition and experience to complement data and meet challenges with resourcefulness.

Use reason even when dealing with emotional topics; manage difficult work-related situations.

EDUCATION AND EXPERIENCE

Any combination of education, training, and experience that would likely provide the required knowledge and skills is qualifying. A typical way to obtain the required knowledge and skills would be:

Education:

Bachelor degree in Psychology, Education, Special Education, Speech Therapy, or related Behavioral Science required; Master's Degree is required.

Experience:

Minimum of three (3) years of experience working with students diagnosed within the autism spectrum implementing behavioral-based programming or with an Emotionally Disturbed disability. Knowledge of Applied Behavioral Analysis (ABA), or TEACCH instructional strategies and Evidence Based Practices in the area of Autism and other areas of disability is preferred.

License or Certificate:

Possession of, or ability to obtain, an appropriate, valid California driver's license and appropriate vehicle operation insurance.

Possession of CPR and first aid certificate.

License or Certificate (continued):

Possession of a valid Board Certified Behavior Analyst (BCBA) Certification required. In order to maintain BCBA certification, individuals are required to comply with the BACB's ethical requirements and recertify every two (2) to three (3) years.

Qualification Requirements:

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SPECIAL REQUIREMENTS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Essential duties require the following physical skills and work environment:

While performing the duties of this job, the employee is regularly required to stand and to sit, use hand to finger, handle or feel; reach with hands and arms; talk and hear. Frequently required to walk; occasionally may be required to move, carry or lift up to 10 pounds. Specific vision abilities required by this job include close vision and distance vision.

Exposure to volatile and assaultive behavior; exposure to outdoors and potential exposure to bodily fluids.

Ability to travel to different sites and locations.

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