



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **Board Certified Behavior Analyst**

Position Type: Certified	Department: Student Support Services
Salary Schedule: Other Professional Staff	Reports to: Director of Student Support Services
Salary Range: Other Professional Staff	Location: District Office
Term of Employment: 10 months	Shift: Day
Approved By: Human Resources	Date: March 24, 2022

POSITION SUMMARY:

Contributes to the district's goal to commit to preparing today's youth for tomorrow's challenges by maximizing their options for life through academic and social growth by providing behavioral strategies and techniques to staff in order to make the student successful.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Maintains an accurate and effective working knowledge of the requirements of the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable federal and state behavioral management and disability laws, and their implementing regulations as these relate to behavior management, in general, and to the roles and responsibilities of the Board Certified Behavior Analyst.
- Provides on-site consultation regarding Preschool-12th grade students identified with behavioral concerns.
- Assists IEP teams in conducting Functional Behavior Analyses (FBA) to ascertain functions of behaviors in order to recommend and apply positive behavior interventions and supports.
- Assists IEP team with the development and implementation of Functional Behavioral Intervention Plans (FBIP).
- Assists MET/IEP team with classroom observations and data collection.
- Provides MET/IEP teams with on-going training and consultation regarding district restraint and seclusion policy and procedures, crisis prevention and non-violent crisis de-escalation, and effective behavior analysis and management strategies, including the FBA/FBIP process.

- Provides behavior support consistent with students' Individualized Education Plans and the State Standards, using strategies, methods and materials appropriate to the learner's abilities, needs and learning style.
- Develops materials and behavioral management strategies which will enable more effective learning.
- Participates in Multi-disciplinary Conferences, IEP meetings and parent conferences as needed and appropriate.
- Consults with parents, staff and outside agencies as appropriate or necessary.
- Attends required department and campus meetings.
- Monitors students in inclusive and special school settings; consults with general education teachers and special education regarding student progress and management.
- Suggests ways to integrate behavioral goals and objectives into daily classroom and home activities. Including, but not limited to, billing for Open Care (under Medicaid) for general and special education students.

MARGINAL DUTIES:

- Other job related duties as assigned by the supervisor.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- Supervises students.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must have an Arizona License as a Board Certified Behavior Analyst.

EDUCATION AND/OR EXPERIENCE:

- Must have a Bachelor's or Master's Degree in Psychology, Special Education or other related field.
- Background in Applied Behavior Analysis (AA) principles and practices, and positive behavior support (PBS) is required.
- Experience working with students with Emotional Disabilities and Autism Spectrum Disorders is required.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.