

Rocklin Unified School District

2615 Sierra Meadows Drive, Rocklin, CA 95677
(916) 624-2428 / www.rocklinusd.org



Job Description

POSITION TITLE:	Behavior Analyst
SALARY PLACEMENT:	Non-Represented Salary Schedule

SUMMARY:

Under the direction of the Director of Special Education/Special Programs, plans and provides behavior management programs and implements positive behavioral interventions for pupils, classrooms and school sites, as well as related services to teachers, administrators, other special education staff, parents and the community, as appropriate. Actively participates in the development and implementation of programs, policies, and practices relative to the management of students' problematic behaviors, including children with autistic spectrum disorder (ASD) and emotional disturbance (ED).

SUPERVISOR:

This position reports directly to the Director of Special Education/Special Programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The essential duties and responsibilities for this position include, but are not limited to, the following:

1. Designs systematic procedures for the operation of a dynamic early intensive behavior training Program, including early intensive behavior intervention, discrete trial training, pivotal response training, errorless teaching, direct instruction, and other evidence-based teaching approaches that support adaptive functioning and academic achievement in students.
2. Collects and analyzes data to design and monitor progress for individuals instructional programs across developmental domains, including troubleshooting when students are not making anticipated gains.
3. Conducts functional behavioral analyses and functional analysis assessments.
4. Develops and implements appropriate behavior intervention and behavior support plans in consistent manner appropriate to the individuals life settings and per Education Code requirements.
5. Plans and implements and/or supervises employees who implement behavioral intervention plans to replace specified maladaptive behavior(s) with alternative acceptable behavior(s).
6. Provides in-service training programs for teachers and other staff on behavioral analysis, data collection, and early intensive interventions for children with ASD, and for other students with behavioral needs.
7. Consults and provides parent and staff training to support intervention plans at school and in the home and community.
8. Participates in, coordinates and/or chairs IEP meetings when necessary.
9. Provides information for reports required by the State and District.
10. Acts as liaison between community agencies and school for decisions made about students with special needs.

11. Develops with school team members ways to provide positive behavior supports and services to teachers and students.
12. Provides information to the community regarding behavioral services to the District.
13. Disseminates new information on behavior as it comes from the research and publishers by summarizing articles to school sites and individuals.
14. Continues to grow professionally through attendance at conferences, workshops, professional meetings and college courses.

KNOWLEDGE AND SKILLS:

- Knowledge of best practices and laws governing students with disabilities; skill in communicating assessment results both orally and in writing; interpersonal communication, consultation, and group leadership skills necessary to work effectively with students, parents, teachers and administrators
- Skill in public speaking, designing presentations and trainings for small and large groups of school professionals
- Knowledge of District and state curriculum
- Data-gathering methodology
- Knowledge of Special Education laws and procedures
- Ability to understand and implement complex oral and written directions given in English
- Ability to compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling
- Effective consultation skills
- Effective personal and academic counseling techniques and procedures
- Counseling theory, ethics and associated legal confidentiality requirements
- Behavior modification techniques and strategies
- Ability to make referrals to other community resources, support groups, and social service agencies as appropriate
- Maintain current knowledge of program rules, regulations, requirements, and restrictions
- Effective use of technology and/or related skills

EMPLOYMENT STANDARDS:

M.A. degree or equivalent preferred.

EXPERIENCE:

Three (3) years of successful experience in school settings – preferably in the area of special education.

CERTIFICATES, LICENSE, REGISTRATIONS:

Board Certified Behavior Analyst (BCBA) or documented evidence of equivalent education, professional training, and experience in applied behavior analysis (ABA).

Valid California Driver's License

PHYSICAL 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.

- Sufficient vision to read printed materials
- Sufficient hearing to conduct in person and telephone conversations
- Sufficient physical mobility to move about the district and drive a car
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups

- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions
- With or without the use of aids
- Ability to lift objects up to 30 pounds

WORK ENVIRONMENT:

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.

While performing the duties of this job, the employee frequently works in indoor environmental conditions. The employee is occasionally exposed to video display and occasionally works evenings and on weekends. The employee occasionally uses personal vehicle for work-related travel. The noise level in the work environment is usually moderate.

Adopted: May 4, 2016

The Rocklin Unified School District does not discriminate on the basis of color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability in its educational programs, activities, or employment. All educational opportunities will be offered without regard to color, race, religion, ancestry, national origin, age, sex, sexual orientation, gender, ethnic group identification, mental or physical disability.

No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made. It is the responsibility of the applicant to notify the employer of any necessary modifications to the job or work site in order to determine whether the employer can reasonably accommodate any known disability.

The Rocklin Unified School District maintains a tobacco-free, drug-free environment.