

JOB DESCRIPTION
Puyallup School District
Professional Technical Level 17

School Behavior Analyst

Purpose Statement:

The School Behavior Analyst will work within the Student Services and Special Services departments with a special, intensive focus on the needs of students with significant behavioral challenges. This individual conducts descriptive and systematic behavioral assessments, including functional analyses, and provides behavior analytic interpretations of the results and designs and supervises behavior analytic interventions. This position is expected to collaborate with school and district administrators, individual classroom teachers, all special education staff, building teams, and parents/guardians to provide intensive support to develop behavioral programming to create an environment where students with challenging behaviors can achieve academic, social, and emotional learning successes.

Essential Functions:

- Provides professional development to staff on behavioral programming, development of comprehensive Functional Behavioral Assessments, function-based Behavior Intervention Plans and Aversive Intervention Plans and other behavior management plans as needed
- Plans and supports implementation of behavioral programming for students including: development and implementation of appropriate assessment and intervention methods, consultation from team members and others in the field, implement ethical and effective behavior analytic intervention based on published research and designs and delivers instruction in behavior analysis
- Provides crisis response and management for students who are experiencing significant behavioral and emotional challenges
- Designs, provides, and supervises intensive direct behavior analytic interventions and service to appropriate students
- Provides observation and intervention support on a short term or ongoing basis for students in behavioral crisis
- Supports in threat, risk and eligibility assessment processes
- Supports Safety Net IEP reviews for Functional Behavior Assessments, Behavior Intervention Plans, and Aversive Intervention Plans
- Collaborates with building administration in the implementation of School-Wide Positive Behavior Intervention Support (S-WPBIS)
- Develops program design utilizing chaining, shaping and imitation to teach alternative behaviors for students with behaviors with high intensity, duration and frequency
- Collaborates with school district, community and state agencies and resources
- Provides specific professional development training with all staff and parents on high intensity student behavior plans to build capacity
- Provides supervision to Behavior Technicians and Paraeducators as a part of a team approach to behavior management and intervention services
- Collaborate and consult with district administrators, school administrators and district staff in planning, implementation and evaluation of behavior intervention services for students
- Provides technical assistance, professional development and support in the area of behavior analysis and intervention for significantly impacted students

- Works with the supervising administrator to develop and implement a responsive and effective student referral and data tracking system
- Facilitates and completes required data review of aversive logs and plans with teams every three months
- Adapts or designs instructional lessons regarding behavior
- Models and coaches staff when implementing interventions
- Assists teams in creating Individualized Education Plans and/or Behavior Management Plans
- Sets up and implement data monitoring systems for behavioral management of students with severe behavioral challenges

Other Functions:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities
- Lead team review committee for students with significant challenging behaviors and/or excessive need for aversive therapy
- Provides support during Extended School Year
- Coaches and provides professional development for all staff in a variety of behavioral instructional methodologies
- Uses data to assess student program and adapt as needed
- Works additional days/times to transition students, set-up programs, provide professional development, etc.

Job Requirements: Minimum Qualifications

Knowledge, Skills and Abilities

- Extensive knowledge of and experience with evidence-based behavior interventions, data collection, Functional Behavior Assessments, Behavior Intervention Plans and Aversive Intervention Plans
- Demonstrated and documented understanding and training in applied behavior analysis
- Demonstrated skills in collaboration and consultation
- Experience in planning and facilitating professional development activities
- Demonstrates the knowledge and skills necessary to interpret educational data for instructional planning purposes
- Demonstrates knowledge of and comply with federal and state laws and regulations and policies regarding that govern public school districts.
- Documented successful experience working in a variety of instructional settings with special education and general education populations, in classroom as well as one-on-one settings, in addition to small and large group instruction
- Experience in coaching school-based staff in behavioral strategies
- Documented competence in working with students with intense behaviors in a school setting
- Knowledge of a variety of instructional strategies: pivotal response training, discrete trial training, TEACH, peer modeling, etc.
- Exhibits a strong and positive attitude with the belief that each student can be taught and has the right and capacity to achieve personal social-emotional and academic excellence.
- Demonstrates cultural sensitivity with the ability to effectively and collaboratively work with diverse and at-risk or marginalized populations.
- Employee must be able to work independently and be a self-starter
- Ability to multitask and work effectively with timelines
- Facilitate regular staffing with special services, district, school-based teams and building administrators to review progress, progression and needs of students
- Ability to meet and maintain punctuality and attendance expectations
- Ability to perform all duties in accordance with all applicable Board policies and district and legal requirements
- Ability to cultivate and model a respectful working and learning environment

- Knowledge of Microsoft Office applications
- Ability to work with third party software, internet and email programs
- Demonstrated proficiency in oral and written communication
- Ability to maintain confidential and sensitive material and information
- Ability to drive between schools during the work day

Education and Experience

Master's degree in education or related field and completed coursework and working towards completion of BCBA Supervision training. Experience in behavioral instructional strategies and training.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: required restraint of students weighing 100 pounds or more, some lifting (up to 50 pounds), carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 80% sitting 10% walking and 10% standing. This job is performed in a generally clean and healthy environment, occasionally required to work outside in a variety of weather conditions. May be exposed to blood or other potentially infectious materials during the course of the duties.

Required Testing

None Specified

Certificates & Licensing

Valid Driver's License and Evidence of Insurability

Continuing Education/Training

None Specified

Clearances

Criminal Justice Fingerprint/Background Clearance