



## Job Description

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<b>POSITION TITLE:</b>	<b>Coordinator II Educational Behavior Analyst Special Education</b>	<b>#6064</b>
<b>SALARY PLACEMENT:</b>	<b>Management Salary Schedule Range 12</b>	

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### **MINIMUM QUALIFICATIONS-EDUCATION, TRAINING, AND EXPERIENCE:**

Possess a Master's Degree in psychology, education, social work, or related field. Previous experience in program evaluation and data collection. Previous work experience in designing educational programs for students with autism, emotional disturbance, or qualifying conditions. Possession of current Board Certified Behavior Analyst (BCBA) certificate.

### **DESIRABLE QUALIFICATIONS – EDUCATION, TRAINING, AND EXPERIENCE:**

- Five year's experience working as Behavior Intervention Case Manager and experience conducting Functional Analysis Assessments
- Five year's experience working with a variety of special education students
- Experience in conducting staff workshops and training
- Knowledge of iPad and technology for data collection and program implementation
- Experience with ABLLS-R, VB-MAPP, ED program, Review 180, Language for Learning
- Bilingual/fluent in Spanish
- Two years of experience working with educational agencies, schools districts, colleges, and the community.

### **KNOWLEDGE, SKILLS, AND ABILITIES:**

Possess leadership skills in planning, setting agendas, and coordinating/conducting meetings/trainings. Ability to operate a computer and knowledge of assigned software. Knowledge of program evaluation and data collection. Ability to be flexible based on program needs. Ability to create and follow policies and procedures. Possess a valid California driver's license and proof of liability insurance coverage in the minimum amount required by SJCOE policy; insurable by the SJCOE carrier. Must furnish own transportation as required to fulfill job duties.

### **CREDENTIALS AND/OR UNIQUE KNOWLEDGE, SKILLS, AND ABILITIES:**

- BCBA
- Marriage Family Therapist Credential
- Knowledge of technology for data collection and program implementation
- Experience with conducting assessments for students with Autism Spectrum Disorder
- Knowledge of research based curriculum and programs used within used within special education

### **DISTINGUISHING CHARACTERISTICS:**

The Program Manager series represents advanced management positions and has three levels.

### **SUMMARY OF POSITION:**

Under the direction of the Autism Consultant, the BCBA will be assigned a caseload including, but not limited to students with ASD, moderate to severe disabilities, Emotional Disturbances (ED) and other qualifying conditions. As the BCBA for the classroom, you will assist the teacher in developing appropriate IEP goals, designing data collection systems, analyzing the data, conducting FBAs or FAAs as needed and writing appropriate behavior plans. You will participate in IEP team meetings and provide ongoing coaching to teacher and staff on teaching strategies based upon

Applied Behavior Analysis. Program managers also conduct workshops on ABA or related topics for parents or other community members.

**ESSENTIAL FUNCTIONS:**

Essential functions may include, but are not limited to:

1. Work effectively with county office programs, school districts, community organizations, government agencies, parents, students, and/or staff.
2. Maintain confidentiality on issues concerning program and staff.
3. Supervise and evaluate staff.
4. Participate, coordinate, or conduct a variety of meetings, committees, trainings, workshops, and/or conferences in order to present materials and information concerning department programs, services, operations, and activities; represent the SJCOE at local, regional, and state meetings, conferences, in-services, boards, councils, and events.
5. Maintain current knowledge of and interpret applicable rules, regulations, policies, procedures, contracts, State and Federal laws, codes and regulations.
6. Communicate effectively both orally and in writing.
7. Analyze situations accurately and adopt an effective course of action.
8. Establish and maintain cooperative and effective working relationships with others.
9. Work independently with little direction.
10. Meet schedules and time lines.
11. Prepare reports as needed for program.
12. Oversee and manage budgets.
13. Conduct Functional Analysis Assessment and Functional Behavior Assessments
14. Write and implement behavior plans
15. Create appropriate data collection systems to track student progress
16. Analyze and interpret ongoing data
17. Provide training and coaching to teachers and instructional aides, support staff on topics including but not limited to principles of Applied Behavior Analysis, data collection, and other evidenced based practices.
18. Write and assist in the development of IEP goals for students.
19. Participate in IEP meetings.
20. Collaborate with members of IEP team.
21. Stay current on best practice and research related to autism and special education populations, ABA principles, behavior change and special education law related to positive behavior management.
22. Supervise support staff in the implementation of behavior plans.
23. All other duties as assigned.

**PHYSICAL REQUIREMENTS:**

Employees in this position must have the ability to:

1. Sit and stand for extended periods of time.
2. Enter data into a computer terminal, operate standard office equipment and use the telephone.
3. Hear and understand speech at normal levels and on the telephone.
4. See and read the computer screen and printed matter with or without vision aids.
5. Speak so that others may understand at normal levels to small or large groups, and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 25 pounds to waist height.

**WORK ENVIRONMENT:**

Employees in this position will be required to work indoors and/or outdoors in an educational and standard office environment. Employees may come in direct contact with students, parents, SJCOE and school district staff, outside agency staff, and the public.