



## Job Description

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

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### **SUMMARY OF POSITION:**

Under the direction of the Director of Autism and Behavior Services, the Educational Behavior Analyst manages a caseload of students with Autism Spectrum Disorder (ASD), Extensive Support Needs, and Emotional Disabilities. Responsibilities include supporting teachers with IEP goal development, designing and analyzing data systems, conducting Functional Behavior Assessments, and developing Behavior Intervention Plans. The Educational Behavior Analyst actively participates in IEP team meetings, provides Applied Behavior (ABA) based coaching to staff, and delivers professional development and training. The position requires strong leadership, technical proficiency, flexibility to evolving program needs, and the ability to support policy and program implementation.

### **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.

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

Possess Board Certified Behavior Analyst (BCBA) certificate. Five years' experience conducting Functional Behavior Assessments. Five years' experience working with a variety of diverse and complex needs. Experience in conducting staff workshops and training. Knowledge of technology used for data collection and program implementation. Bilingual/fluent in Spanish. Knowledge of evidence-based curricula and programs used in special education. Two years of experience working with educational agencies, school districts, colleges, and the community. Training or experience in crisis management.

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

Knowledge of:

- assigned software
- program evaluation and data collection

Ability to:

- operate a computer
- create and follow policies and procedures
- be flexible based on program needs and priorities

Possess:

- leadership skills in planning, setting agendas, and coordinating/conducting meetings
- 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

**DISTINGUISHING CHARACTERISTICS:**

The Coordinator series represents advanced management positions and has four levels.

**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 timelines.
11. Prepare reports as needed for program.
12. Oversee and manage budgets.
13. Conduct Functional Behavior Assessments
14. Develop and support implementation of Behavior Intervention Plans.
15. Design and implement data collection systems to monitor student progress.
16. Analyze and interpret data.
17. Provide training and coaching to teachers, instructional assistants, and support staff in ABA principles, data collection, and evidence-based practices.
18. Write and assist in the development of IEP goals.
19. Participate in IEP meetings.
20. Remain current on best practices and research related to autism, special education populations, ABA, behavior change, and special education law.
21. Supervise support staff based on program need and caseload assignments.
22. 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.