

BEHAVIORAL ANALYST

DISTINGUISHING FEATURES OF THE CLASS: The work involves professional practice of applied behavior analysis providing behavioral support for students with challenging behaviors in the school setting. The incumbent provides guidance and direction to classroom staff in managing and reducing the challenging behaviors of students. The incumbent performs behavioral assessments and facilitates the implementation of behavior plans, works in conjunction with team members to write the individual education plan for students with challenging behaviors and trains staff on proper behavioral interventions and communications with students. Work is performed under the direct supervision of a school administrator. Supervision may be exercised over lower level staff, such as Behavior Technicians. A Behavioral Analyst does related work as required.

TYPICAL WORK ACTIVITIES:

- Analyzes behavioral data, performs functional behavior assessments and develops behavior intervention plans using established methodologies;
- Develops individual plans for students relative to behavioral issues for those identified as having challenging behavioral needs;
- Monitors and maintains proper documentation of the behavioral status of identified students;
- Reviews and analyzes progress monitoring data and modifies behavioral intervention plans as needed;
- Provides individual behavior intervention and crisis intervention for students that are undergoing behavioral treatment and students who may have an episode of short-term behavioral problems;
- Relates to students on a one-to-one and in group settings to facilitate the achievement of specific behavior goals;
- Provides support and training to school staff to ensure proper implementation of methodologies for students with challenging behaviors;
- Supports school wide system for behavior intervention by analyzing behavioral data to identify students needing more behavioral support and develop preventative interventions prior to behavior escalating;
- Coordinates student services with appropriate community resources;
- Provides support and guidance to students' family in order to accomplish goals.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Good knowledge of principles, practices and current methods of mental health care; good knowledge of New York State regulations regarding functional behavior assessments and behavioral intervention plans in an educational setting; good knowledge of community resources for individuals with challenging behaviors; working knowledge of interviewing, assessment and counseling techniques for individuals with challenging behaviors; ability to develop effective behavior intervention plans; ability to effectively manage crisis situations; ability to communicate effectively both orally and in writing; ability to establish and maintain effective working relationships; ability to train and supervise others; good public relation skills; initiative and dependability; emotional maturity; physically capable of performing the essential functions of the position.

MINIMUM QUALIFICATIONS: Licensed and currently registered as a Licensed Behavior Analyst by the New York State Education Department. The specific requirements for licensure are contained in Section 8804 of New York's Education Law.

NOTE: Verifiable part-time and/or volunteer experience will be pro-rated toward meeting full-time experience requirements.

SPECIAL REQUIREMENT FOR APPOINTMENT: In agencies where required, possession and maintenance of an appropriate class driver's license.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS / BOCES:

Per regulations of the Commissioner of Education, to be employed in a position designated by a school district or BOCES as involving direct contact with students, a clearance for employment from the State Education Department is required.

CATTARAUGUS COUNTY CIVIL SERVICE

Adopted: 01/22/2016