



Mobile County PUBLIC SCHOOLS

Job Description Title – BEHAVIOR ANALYST

JOB SUMMARY: The primary purpose of this position is to improve the educational and academic experience of learners and educators by reducing challenging behaviors of students that interfere with learning and teaching and reinforcing appropriate alternative or replacement behaviors. As part of an interdisciplinary team, the Behavior Analyst will develop behavior intervention plans based on principles of Applied Behavior Analysis.

SUPERVISED BY/REPORTS TO: Principal or his/her designee and/or Department of Special Services designee.

FLSA Designation: Non-exempt

QUALIFICATIONS:

- Must have a master's degree in applied behavior analysis, education, or psychology from a regionally accredited college or university. For more information reference the BACB website at <https://www.bacb.com/acceptable-degree-definitions/>
- Must be a Board-Certified Behavior Analyst and/or eligible to test for certification.
- Previous work in the educational and behavioral field is preferred.
- Ability to meet the suitability criteria for employment under the Alabama Child Protection Act of 1999 and Act No. 2002-457.
- Must have a valid Alabama Driver's License and reliable transportation to go from school to school when required.
- Good general health, clean attire and appearance.
- Regular and punctual attendance; full compliance with system sick leave and personal leave policies.

LANGUAGE SKILLS:

Ability to communicate fluently in English, both verbally and in writing. Ability to effectively present information and respond effectively to questions in one-on-one and small group situations to students, parents, and other school staff. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents such as the Alabama Course of Study, safety rules, operating and maintenance instructions, procedure manuals, governmental regulations, professional journals, and any other instructional documents deemed necessary to carry out the requirements of the job. Ability to write routine reports and correspondence that conform to prescribed style and format.

INTERPERSONAL SKILLS:

Works well with and respects others from diverse backgrounds and cultures. Focuses on solving conflict, maintaining confidentiality, listening to others without interrupting, keeping emotions under control, remaining open to others' ideas, and contributing to building a positive team spirit. Ability to effectively present information and respond effectively to questions in one-on-one situations and promotes positive interactions with other faculty members and stakeholders. Teachers should be sure that all their social media accounts are professional and appropriate. Does not project personal beliefs or biases onto students or faculty members.

REASONING ABILITY:

Ability to plan, organize, develop, and conduct a comprehensive teaching and instruction program in the visual arts course being taught for students in the district. Ability to identify and define problems, collect data, establish facts, and draw valid conclusions.

COMPUTER SKILLS:

General knowledge of computer usage and ability to use email, internet software, and word processing software. Must learn other software used by the district, i.e., PowerSchool, Schoology etc.

PERFORMANCE RESPONSIBILITIES AND ESSENTIAL DUTIES:

The performance responsibilities and essential duties described here are representative of the knowledge, skill, and/or ability required. These must be met by an employee to perform the essential functions of this job successfully and satisfactorily.

Behavior Intervention and Consultation Services

1. Maintain a manageable caseload of students and/or classrooms who have been referred for consultation services.
2. Complete Functional Behavioral Assessments (FBA), direct observations in the school setting, and other behavioral assessments as deemed necessary for the development of behavior support plans.
3. Develop written reports to summarize FBA results, findings, and recommendations to review with parents and school staff.
4. Create data collection systems and processes to be used in the school setting by educational staff.
5. Train educational staff on how to implement the replacement behavior teaching strategies and behavior response strategies outlined in the Behavior Support Plan, as well as the data collection system to competency.
6. Complete systemic procedural integrity observations of educational staff to maintain procedural fidelity.
7. Complete due process resolution assessments (Assessment of Functional Living Skills (AFLS) Assessment of Basic Language and Learning Skills (ABLS), Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), etc. to identify necessary skills to be required and make recommendations to the IEP team.
8. Consistent review of data collection systems to determine progress toward objectives or if modifications to the BIP interventions are required to facilitate progress.
9. Assist with the transition of students from ABLE and IMPACT Autism Units back into their zoned schools.
10. Assist teachers with classroom set up and organization as part of environmental manipulation for promoting behavior change.
11. Participation in crisis management techniques when necessary.

Ethics, Training, and Professional Development

1. Comply with the Ethics Code for Behavior Analysts to facilitate ethical behavior and activities as a Behavior Analyst.
2. Participates in continuing education for professional development to ensure clinical recommendations are consistent with current ABA practices.
3. Use professional literature, evidence-based research, and continuing education content based in Applied Behavior Analysis to make clinical decisions.
4. Develop and present competency-based training to educational staff on topics related to autism, instruction based on ABA principles, behavior management, data collection, FBAs, positive reinforcement, etc. as requested.

Skills/Abilities

1. Excellent interpersonal skills, necessary for building positive relationships with students, parents, administrators, and staff when providing training and support.

2. Capability to work collaboratively with interdisciplinary teams, including educators, paraprofessionals, and therapists to ensure comprehensive care and support for students.
3. Strong critical thinking skills for developing effective, individualized solutions for behavioral and educational challenges.

Additional Duties

1. Travel to schools and various educational sites within the district using own transportation to conduct work assignments.
2. Attending district and school staff meetings and training as required.
3. Other duties as assigned by the Behavior Analyst Manager and/or Executive Director of Special Education Services.

OTHER RESPONSIBILITIES AND ESSENTIAL DUTIES:

- Ability to work in a friendly manner with co-workers and students.
- Ability to perform duties with awareness of all District requirements and Board of Education policies.
- Maintains appropriate confidentiality regarding school/workplace matters including social media and online platforms.
- Reports potential problems, or unusual events, to appropriate administrative or supervisory personnel. Reports incidents for the purpose of maintaining the personal safety of students and employees.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- ✓ While performing the duties of this job, the employee may be outside for brief periods where the temperatures are above 100° or below 32°.
- ✓ The employee must be able to meet deadlines with severe time constraints and interact with the public and other workers.
- ✓ The employee may be exposed to noise levels that are loud enough in a classroom, a gymnasium, playground, or a cafeteria that the employee must raise his/her voice to be heard.

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.

While performing the duties of this job:

- The employee is frequently required to sit, walk, or stand for possible long periods of time.
- The employee must have physical strength, agility, dexterity, acuity, reflexes, grasping, pushing, pulling, lifting, and mobility to perform job responsibilities.
- The employee must occasionally lift and/or move up to 10 pounds and push or pull up to 35 pounds.
- Specific vision abilities required by this job include close vision, distance vision, ability to focus, and peripheral vision.

EVALUATION

The performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on the Evaluation of Classified Employees. Evaluation will be by the Building Principal, his/her designee or Behavior Analyst Manager and/or Executive Director of Special Education Services.

TERMS OF EMPLOYMENT

12-months (260 days) 8 hours per day. Daily work schedule will be determined by the Principal, his/her designee or Behavior Analyst Manager and/or Executive Director of Special Education Services. Work schedules are subject to change. An at-will Employee subject to the Students First Act of 2011 and other applicable state and federal laws.

SALARY

See current Salary Schedule on Human Resources Webpage.

This job description describes the general nature and level of work performed by employees assigned to this position. It is not intended to be an exhaustive list of all job goals, qualifications, and responsibilities and the employee may be required to perform other related duties as assigned. The Mobile County Board of Education Division of Human Resources reserves the right to amend the job description as needed, without notice.

THE MOBILE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL OPPORTUNITY EMPLOYER and does not discriminate based on age, race, color, sex, sexual orientation, religious preference, marital status, disability, national origin, or any other reason prohibited by state or federal law. Employees of the District are required to comply with the provisions of Title VII of the Civil Rights Act and Title IX of the 1972 Educational Amendments.