

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

Position/Job Description

ESE BEHAVIOR ANALYST

QUALIFICATIONS

- Bachelor's Degree required. Emphasis in Applied Behavior Analysis or Exceptional Student Education preferred.
- Board Certified Behavior Analyst – Doctoral (BCBA-D), Board Certified Behavior Analyst (BCBA), or Board Certified Associate Behavior Analyst (BCaBA).
- Three (3) years of experience in education or a related field preferred.
- Current Florida driver's license and/or access to transportation.

KNOWLEDGE, SKILLS, ABILITIES

- Knowledge of technology support applications as related to Behavior Analyst functions (e.g., word processing, spreadsheets, graphing of data, email, scoring software programs, online integrated data system, etc.).
- Skill in human interaction and conflict management.
- Effective skills in oral and written communications.
- Ability to plan, organize and prioritize.
- Ability to obtain and maintain certification in SCPS-approved crisis management and physical intervention training.
- Ability to be flexible, handle a variety of tasks, and manage multiple tasks simultaneously.
- Ability to develop and maintain collaborative relationships with school personnel, students, and parents.

SUPERVISION

REPORTS TO SUPERVISES Executive Director of Exceptional Student Support Services (ESSS) or designee
No supervisory duties

POSITION GOAL

To support instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, ongoing progress monitoring, data collection and data analysis, functional behavior assessments, behavioral intervention, consultation and collaboration, program evaluation, staff training, and crisis management.

PERFORMANCE RESPONSIBILITIES

1. * Collaborate with school personnel, parents, community agencies, and/or students to promote optimal learning outcomes for ESE students.
2. * Utilize skills in problem solving and assessment for intervention to support teachers in meeting the instructional needs of ESE students.
3. * Conduct functional behavioral assessments (FBAs) that are intervention-oriented and that consider the environmental context of the presenting problems as they relate to the student's capacity to receive and/or benefit from instruction.
4. * Utilize skills in progress monitoring by collaborating with instructional personnel to collect data on student behavioral outcomes that are relevant to the presenting problems and that can be used for ongoing progress monitoring of students' responsiveness to proven behavioral interventions.
5. * Implement individual, group, or systems-level interventions that are scientifically proven to promote positive academic, social/emotional, behavioral, and independent functioning outcomes.
6. * Assist Individual Education Plan (IEP) teams in the development of meaningful, objective, and measurable IEP goals and support instructional personnel in the progress monitoring of these goals.
7. * Provide staff development for school personnel on various topics pertinent to meeting the instructional and behavioral needs of all students (e.g., behavioral assessment and intervention, progress monitoring, positive behavioral supports, data collection, data analysis, etc.).
8. * Prepare formal written Functional Behavior Assessments (FBAs) and develop Behavior Intervention Plans (BIPs) that adhere to the SCPS and ESSS procedures for presenting evaluation and assessment data.

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9. * Participate in multi-disciplinary meetings to determine the behavioral needs of ESE students.
10. * Participate in professional development opportunities that are consistent with the goal of this position when requested and approved by the Executive Director of ESSS or designee.
11. * Partner with instructional, non-instructional, and administrative personnel in their support of students who demonstrate aggressive behavior, self-injurious behavior, and/or high-magnitude disruptive behavior.
12. * Manage the development, billing, and documentation process of the Medicaid School Match program.
13. * Consult with the Director of ESSS on cases with special circumstances.
14. Perform other duties/tasks consistent with the goals and objectives of this position as assigned by the Executive Director of Exceptional Student Support Services or designee.

*Denotes essential job function/ADA

EQUIPMENT / MATERIALS

Computer, printer, copier, fax machine, computer-scoring software, hand-held technology for data collection

PHYSICAL REQUIREMENTS

Heavy Work Exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

PHYSICAL ACTIVITIES

Sitting	Resting with the body supported by the buttocks or thighs.
Standing	Assuming an upright position on the feet particularly for sustained periods of time.
Walking	Moving about on foot to accomplish tasks, particularly for long distances.
Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. Using feet and legs and/or hands and arms.
Bending	Lowering the body forward from the waist.
Stooping	Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.
Reaching	Extending hand(s) and arm(s) in any direction.
Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position to position through the use of the upper extremities and back muscles exerting up to 20 pounds of force.
Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
Grasping	Applying pressure to an object with the fingers and palm.
Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with the skin, particularly that of fingertips.
Repetitive Motions	Substantial and continuous movements of the wrists, hands, and/or fingers.
Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
Hearing Acuity	The ability to perceive speech and other environmental sounds at normal loudness levels.
Visual Acuity	The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

WORKING CONDITIONS

Indoors & Outdoors The worker is subject to both environmental conditions. Activities occur inside and outside.

TERMS OF EMPLOYMENT

PAY GRADE

T7 \$37,950 - \$73,750
District Salary Schedule

Months	10
Annual Days	196
Weekly Hours	35
Annual Hours	1372

POSITION CODES

PeopleSoft Position	TBD
Personnel Category	12
EEO-5 Line	43
Function	6140
Job Code	1108
Survey Code	63105

FLSA

Applicable
 Not applicable

Previous Board
Approval

BOARD APPROVED

May 7, 2013
November 19, 2002

ADA Information Provided by EMC Services
Position Description Prepared by Mark DiConsiglio

