

JOB DESCRIPTIONS

Fairfield Public Schools

Position Title:	Behavior Analyst
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REPORTS TO: Director of Special Education and Pupil Services

Work Year: 11 Months

QUALIFICATIONS:

- A. Current Connecticut teaching certification in Special Education or a related field
- B. Current certification from the Behavior Analyst Certification Board [BACB] as a Board Certified Behavior Analyst (BCBA) in good standing
- C. Master's degree in an appropriate field of study
- D. Knowledge of all aspects of behavioral principles, assessment and intervention
- E. Excellent communication and consultative skills
- F. Ability to influence adult learning and behavior
- G. Evidence of practice within ethical standards established for the profession
- H. Effective communication and interpersonal skills
- I. High degree of initiative and ability to work independently

JOB GOAL:

To provide direct and consultative services to students, staff, and families related to effective instruction and behavioral management using the principles of applied behavior analysis.

PERFORMANCE RESPONSIBILITIES:

1. Works with school teams to design, monitor, and evaluate individual students' instructional programs based on applied behavior analysis (ABA). Supervised the writing and implementation of protocols for instruction and behavior management.
2. Establishes effective data collection and graphing systems, analyzes data, and trains staff in methods of data collection and analysis.
3. Conducts student-based assessments, observations, functional behavioral assessments and share results in a written report.
4. Trains other staff in the evidence-based assessment, observation, functional behavioral assessments.
5. Provides ongoing training, coaching, and support to all staff who implement ABA-based instructional or behavioral programs.
6. Models the behavioral assessment and behavior intervention planning processes for staff and serves as a resource to them.
7. Interprets the principles of applied behavioral analysis and explains their application in specific circumstances in a manner that staff and parents can understand.
8. Plans and presents effective workshops, as well as competency-based trainings to staff on topics related to autism, instruction based on applied behavior analysis principles, behavior management, etc.
9. Provides regularly scheduled workshops to parents on topics of interest related to raising a child with a disability.
10. Provides specific parent training as necessary to support an individual student's programming and generalization.

11. Develops appropriate instructional and behavioral goals with staff, students, and parents.
12. Meets regularly with student-centered teams and participates in the review, progress monitoring, and problem solving processes.
13. Seeks current advanced professional knowledge of the applied behavior analysis field, including networking with professional staff outside of the district, attending professional workshops, and maintaining certification requirements.
14. Serves as a professional resource to teachers, pupil services staff, and administrators on matters concerning effective instructional and behavioral services for students.
15. Maintains confidential data and records regarding services as required.
16. Identifies programming, training, and staffing needs in the district and communicates them to the Director of Special Education and Pupil Services.
17. Assists the Special Education Administrators in the evaluation of district applied behavior analysis services.
18. Adheres to the highest professional and ethical standards in all aspects of practice.
19. Performs other duties as may be assigned by the Director.