



**CLASSIFIED**  
**Job Classification Description**  
 Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT  
 PERSONNEL COMMISSION  
 APPROVED MOTION NO. 67-2022/23  
 DOCUMENT NO. 45-2022/23  
 DATED: 04/26/23

<b><u>BEHAVIOR ANALYST</u></b>	
<b>DEPARTMENT/SITE:</b> Health and Wellness  <b>REPORTS TO:</b> Behavioral Health Supervisor/Designee	<b>SALARY SCHEDULE:</b> Classified Bargaining Unit <b>SALARY RANGE:</b> 58 <b>WORK CALENDAR:</b> 218 Days  <b>FLSA:</b> Non-Exempt

**PURPOSE STATEMENT:**  
 Under the general direction of the Behavioral Health Supervisor/Designee, the Behavior Analyst will provide direct services and consultation to students, staff and parents/guardians in order to provide support and professional learning in appropriate behavior intervention techniques; provide positive ways for working successfully with students who have difficulties conforming to acceptable behavior patterns; provide analysis services and behavior management plans for students; conducts assessment and plans that conform to applicable California statues and regulations. The incumbents in this classification provide the school community with behavior support services which directly supports student learning and achievement.

**DISTINGUISHING CHARACTERISTICS**  
 Positions in this class provide services to students, as well as staff and parents/guardians, which requires a Master’s degree and Board-Certified Behavior Analyst (BCBA).

**ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:**  
*The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.*

- Collects data and prepares a variety of reports for the purpose of documenting case history, assessments and collecting and analyzing behavioral progress monitoring data.
- Conducts functional behavioral analyses and functional analysis assessments for individual students.
- Develops materials and provides resources; provides professional learning to administrators, educators, paraprofessionals and parent/guardians in Applied Behavior Analysis (ABA), Crisis Prevention Institute (CPI) Discrete Trial Training (DTT) and/or other evidence-based methodologies related to addressing the needs of students that are experiencing behavior difficulties.
- Keeps abreast of current research and information in the areas of behavior management and provides in-service and training for teachers, specialists, paraprofessionals and other staff in areas related to behavior management strategies, avoidance of aversive techniques, and managing assaultive behavior.
- Participates in the planning of the development and implementation of programs, policies, and best practices related to instruction using the principles of Applied Behavior Analysis (ABA).
- Provides technical assistance in service tracking of behavioral support services so that services are accurately documented.
- Provides technical assistance regarding the integration of positive behavior supports in all instructional initiatives.
- Provides training for teachers, paraprofessionals, and other staff on behavioral analysis, data collection

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and effective practices regarding positive behavior support, and works with students who exhibit inappropriate behaviors.

- Responds to crisis situations when appropriate, manage assaultive behaviors, e.g., Nonviolent Crisis Intervention (CPI).
- Travels from site to site and/or performs necessary home visits for the purpose of providing direct treatment, consultation and collaboration for students and families.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

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

*(At time of application)*

### **Knowledge of:**

- Current scientific and professional information in behavior analysis
- Best practices and laws governing behavioral supports for students with and without disabilities
- Trauma Informed Behavior Analysis
- Discrete Trial Training (DTT) and Applied Behavioral Analysis (ABA)
- Program/goal development
- ABA Behavior Reduction and Skills Acquisition Procedures
- Behavioral analytic therapies and experience delivering these services
- Principles and methods of behavior analysis
- Objectives of behavior intervention techniques, treatment and service
- Socialization activities used in behavior analysis
- Health and safety regulations
- Effective record-keeping techniques
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Interpersonal skills in using tact, patience and courtesy
- District organization, operations policies and objectives
- Operation of standard office equipment including using a variety of software applications

### **Skills and Abilities to:**

- Work in a classroom environment during observation or skill application
- Make home visits to meet and work with student families and/or support systems
- Work with interruptions and possible crisis situations
- Travel to various sites to work with students and staff
- Work as part of a multi-disciplinary team to coordinate and maximize services for students and/or families
- Identify and analyze areas of behavior and socialization needs
- Explain and provide training on behavior management principles and methods
- Provide technical guidance to other personnel
- Establish and maintain behavior observation files and logs
- Apply appropriate behavior management procedures in working with students at all grade levels
- Work cooperatively with others, establish rapport and work constructively with staff, students, parents and community members
- Creatively solve problems and work through conflict resolution process
- Understand and follow oral and written directions in English
- Meet schedules and timelines
- Plan and organize work, planning and managing projects
- Work confidentially with direction

- Communicate effectively both orally and in writing
- Read, explain and follow rules, regulations, policies and procedures
- Maintain records adhering to established procedures

**RESPONSIBILITY:**

Responsibilities include working independently under broad organizational guidelines to achieve unit objectives.

**JOB QUALIFICATIONS / REQUIREMENTS:**

*(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)*

**EDUCATION REQUIRED:**

Masters' degree from an accredited university and/ or college with major coursework in Human Services, Psychology or related field.

**EXPERIENCE REQUIRED:**

Two (2) years' experience in completing comprehensive functional behavior assessments and behavior support plans, and one (1) year of experience serving individuals that exhibit inappropriate or explosive behavior.

**LICENSE(S) REQUIRED:**

- DOJ/ FBI Background Clearance
- Valid, current California Driver's License to drive to school sites and make home visits.

**CERTIFICATIONS AND TESTING REQUIRED:**

- Board Certified Behavior Analyst (BCBA)
- Nonviolent Crisis Preventive Intervention (CPI) certificate within six months and (failure to do so will result in termination)
- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
  - Criminal Justice and FBI Fingerprint Clearance
  - Negative TB test result plus periodic post-employment retest as required (currently every four years)
  - Pre-employment physical exam B through District's provider at District's expense

**WORK ENVIRONMENT / PHYSICAL DEMANDS:**

*(Must be performed with or without reasonable accommodations)*

- Indoor classroom/office environment
- Standing, walking, and sitting to perform duties, occasionally sitting for extended periods
- Lifting, carrying, pushing, and/or pulling light to moderate weight files and materials
- Stooping, kneeling, crouching, and/or crawling
- Manual dexterity to manipulate objects and type on a keyboard
- Hearing and speaking to exchange information
- Visual acuity to see/read documents and computer screen