



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	Board Certified Behavior Analyst	FLSA Status:	Exempt
Job Family:	Licensed	Pay Range:	T Salary Schedule
Prepared/Revised Date:	May 1, 2018	Job Code:	22401

SUMMARY: Responsible for providing consultation or direct service in all areas of behavioral functioning to meet the individual needs of students to improve both academic achievement and social competence. Work with school teams and students to establish socially significant behavior change and attain positive intervention outcomes by providing instruction based on behavioral research and principles.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

DESCRIPTION OF JOB TASKS	
1.	Develop, plan, prepare, and implement: <ol style="list-style-type: none"> a. Behavior Intervention Plans (BIPs) and data collection tools to monitor students' change in behavior. b. Modeling, feedback, training and strategies for staff to implement behavior plans and interventions.
2.	Instruct and provide services for students in large, small, and one-on-one situations. Provide individualized support for students with extensive communication, behavior and life skills needs.
3.	Maintain confidential documentation of students' behavior, progress, and program evaluation.
4.	Report suspected danger of health/safety of students and staff to administrators. Facilitate coordination of proper services for students with behavior issues.
5.	Design assessment tasks that allow students to demonstrate understanding in a variety of ways and use the data to give meaningful feedback and modify instruction.
6.	Monitor student growth and progress, adapt support as needed, and maintain documentation pertinent to academic, social, and emotional progress and needs of students. Support the collection and interpretation of measurable data to inform decision-making.
7.	Communicate behavioral data analysis and necessary revisions to staff, parents, and students.
8.	Collaborate: <ol style="list-style-type: none"> a. On development of FBAs (Functional Behavior Assessment) through direct and indirect measures. b. With teachers, support personnel, administrators, and colleagues to support student behavioral challenges and improve student outcomes. c. With colleagues in team and building-based meetings and discussions.
9.	Demonstrate a commitment to: <ol style="list-style-type: none"> a. Understand, appreciate, and make accommodations for student diversity. b. Include and engage families in the student's education. c. Support all Poudre School District policies, procedures, and expectations. d. Provide personal and professional excellence by upholding ethical standards set forth by the Behavior Analyst Certification Board.
10.	Participate in: <ol style="list-style-type: none"> a. Department, team, building, and district meetings and discussions. b. Student and/or family conferences and other meetings. c. Social, cultural, interscholastic, and extracurricular activities. d. Professional growth opportunities. e. Conducting professional development for licensed and classified staff.
11.	Attend work and arrive in a timely manner.
12.	Perform other duties as assigned.



EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree in Mental Health, Counseling, Special Education or related field required.
- Experience working with at-risk youth required.
- Experience instructing students in a school-based setting preferred.

LICENSES, REGISTRATIONS, or CERTIFICATIONS:

- Criminal background check required for hire.
- Current BACB (Behavior Analyst Certification Board) certification required.
- Valid Colorado Special Services license with appropriate endorsements required.
- CPR and First Aid certifications encouraged.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Math and accounting skills.
- Critical thinking and problem-solving skills.
- Bilingual oral and written communication skills preferred.
- Knowledge of evidence and/or research based practices based on behavioral principles.
- Ability to work with students with diverse needs.
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures.
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT-OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages.
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs.
- Operating knowledge of and experience with typical office equipment.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	0



PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			



VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	