

**Monticello Public Schools  
ISD #882  
JOB DESCRIPTION**

**Position Title: Behavior Analyst**

**Department: Special Education**

**Exempt Status: Non-Exempt**

**Reports To: Director of Special Education**

**Date: May 2, 2017**

**Approval: Assistant Superintendent**

**JOB SUMMARY:** The Behavior Analyst provides analytical assessments, behavior intervention plans, and direct services for special education students enrolled in district and cooperative programs. This position will provide direct consultation and staff development to cooperative and district staff in behavior management techniques, functional analysis, and positive behavior interventions and supports in consultation with the Director of Special Education and conforming to Minnesota Department of Education statutes and rules.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

49% Communication and Reporting

- A. Assist special education teams in the identification and development of individualized behavior interventions and plans intended to change student behaviors.
- B. Provide staff development/training for staff on topics dealing with behavior/intervention.
- C. Collaborate and consult with social workers, staff, administration and community service providers (i.e. social services, public health, medical providers, etc.).
- D. Prepare, collect and distribute behavior incident data per school wide behavior system including state reporting.
- E. Be able to communicate effectively in oral and written form with teachers, students, staff and parents. Keep teachers and other staff informed of progress, incidents and concerns.
- F. Handling of child protection cases through contact with students and/or staff and outside agency personnel for the purpose of complying with mandated reporting requirements.
- G. Ability to effectively analyze needs and problems objectively.
- H. Prepare any required due process paperwork for evaluation or IEP meetings.
- I. Work with students to ensure structure and consistency that will encourage responsibility, cooperation and respect.

49% Student Support

- A. Complete assessments for students as identified by the special education team.
- B. Provide direct intervention services to students who exhibit inappropriate behaviors.
- C. Develop behavior plans and specific intervention plans for students and assist in their implementation, including using appropriate resources and technology to promote

development of critical thinking, problem solving, and pro-social behavior in students; working with students in classrooms to reach their goals and conduct ongoing follow-up of progress.

- D. Participate and attend Behavior Intervention Team, Evaluation and IEP meetings and work cooperatively with team members to develop goals and strategies.
- E. Develop training and implement for staff working directly with specific students.
- F. Establish and enforce rules for behavior and procedures; maintaining an environment conducive to learning for all students.
- G. Assist building principals in the handling of behavioral issues, processing with students and working closely with parents.

2% Professional Development

- A. Attends in-services and workshops as appropriate.

Performs other duties as assigned or requested.

## **WORK REQUIREMENTS AND CHARACTERISTICS:**

### **Education/Certification Requirement:**

- Bachelor's degree in the field of Applied Behavior Analysis or equivalent.
- Preferred certification by the National Behavior Analyst Certification Board.

### **Experience:**

- Experience working with students who have been identified with cognitive, behavioral, and autism disorders.
- Experience with working in a school setting.

### **Essential Skills Required to Perform the Work:**

- Principles and methods of ABA assessment, intervention, and services.
- Special Education laws, rights, and regulations.
- Techniques in consultation, training, and supervision.
- Ability to positively interact and communicate effectively with students to encourage appropriate behavior.
- Ability to maintain effective control over students to ensure behavior is not a distraction to a productive learning environment.
- Ability to positively interact and communicate effectively, both orally and in writing, with co-workers, parents, school officials, and law enforcement agencies in accordance with established policies, procedures, and regulations.
- Ability to function in stressful situations and to exercise good judgment under potentially dangerous conditions.
- Ability to read and understand laws, policies, rules and regulations and procedures, and to follow written and oral directions.
- Ability to accept direction from multiple sources.

**Machines, Tools, Equipment, Electronic Devices, and Software Required:**

- Operates office equipment including computer, printer, copy machine and phone/mobile phone.
- Uses multiple software applications including word processing, spreadsheet, and email.

**Supervision of Other Employees:**

- This position may provide work direction/training to other district employees.

**Physical Job Requirements:**

- Position involves lifting, carrying, pushing or pulling items with a strength factor of light to medium work.
- Position may occasionally lift in excess of 50 pounds in removal or physical restraint of students.
- Position requires occasional prolonged position in any combination of stooping, squatting, kneeling, reaching and bending.
- Position requires extended periods of standing/walking during the shift.
- Position involves occasional personal support of students in various settings.
- Position involves the physical ability to perform restrictive procedures.
- Possess dexterity of hands and fingers to operate equipment.
- See to read a variety of materials.
- Quick response to emergency situations.

**Mental Job Requirements:**

- Involves handling multiple tasks at once, responding to numerous requests for information, dealing with interruptions, and prioritizing job tasks.
- Ability to deal with defensive or defiant individuals.
- Requires strong conflict resolution skills and resolving difficult interpersonal situations.
- Involves learning quickly and adapting to change.
- Meeting individual needs of children while exhibiting patience.
- Ability to set priorities.
- Maintain mental and visual attention.
- Involves establishing and maintaining effective working relationships with a wide variety of constituents.
- Ability to work in a team environment.

**Working Conditions:**

- Exposure to students with severe emotional disturbances.
- Exposure to physical injury from students.
- Exposure to emotional outbursts.
- Position may be exposed occasionally to disagreeable conditions involving student contact.

**Job Outcomes:**

- Projects a positive, cooperative and respectful attitude with students, parents, employees and community members.
- Provides district administration with adequate and timely information.
- Provides training to staff to ensure a safe environment.
- Provides support to students, staff and community to ensure a safe environment.

***This description describes the general nature and work expected of an individual assigned to this position. Employees may be required to perform other job-related duties as requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.***