Clinton County

Jurisdictional Class: Competitive
Adopted: August 29, 2018
Revised: February 6, 2024

BEHAVIOR ANALYST

DISTINGUISHING FEATURES OF THE CLASS: This position involves responsibilities for assisting and training staff in analyzing, designing and implementing practices to improve behavior and skill acquisition for students enrolled in the autism programs. Through direct observation and collaboration with staff and administrators, the incumbent is responsible for behavior related reporting, data collection, and assessment tracking. Work is performed under general supervision of the Special Education Principal. Behavior Analysts may supervise one or more Registered Behavior Technicians. The incumbent does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative only)
Works with professional staff to implement behavior support practices with direct observation, data gathering, and development of behavioral improvement plans;
Provides training to staff for positive behavioral interventions, data collection and progress monitoring of behaviors;
Acts in a coaching capacity and provides support to staff to improve data collection and analysis;
Conducts functional behavioral assessments, designs, implements and monitors behavior intervention plans;
Collects and analyzes data to advise staff and other districts on behavioral practices;
Serves as a member of a team to review, collaborate, and advise on behavior support practices;
Designs, implements and monitors behavior interventions for students and professional development for staff;
Maintains knowledge of data analysis, support services, classroom management, and behavior analysis;
Implements new and expands ongoing plans for Functional Behavior Analysis/Behavior Intervention Plans;
Supervises the work of Registered Behavior Technicians;
Prepares, presents, and maintains written reports and records as needed.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES & PERSONAL CHARACTERISTICS:
Thorough knowledge of behavior modification techniques; modern theories of normal and abnormal development and behavior;
Thorough knowledge of the fundamental principles and practices such as school support services, classroom management, behavior management and staff effectiveness;
Thorough knowledge of student assessment, and data collection and analysis;
Knowledge of Educational Law, Rules and Regulations;
Ability to develop an understanding of school improvement plans, system changes and reform issues;
Ability to establish and maintain effective relationships with students, professional staff and families;
Ability to relate to and support program staff;
Ability to communicate effectively both orally and in writing;
Ability to maintain accurate records;
Ability to organize tasks and set priorities;
Ability to act calmly and effectively under difficult situations;
Good judgment.

MINIMUM QUALIFICATIONS: Currently registered and licensed by the New York State Education Department as a Behavior Analyst, or hold certification as a Board-Certified Behavior Analyst (BCBA).