

BEHAVIOR ANALYST

DISTINGUISHING FEATURES OF THE CLASS: An employee in this class is involved in the development, implementation and evaluation of interventions, positive behavioral supports, contextual supports and staff professional development for students with special needs to ensure socially significant outcomes and increased academic engagement. Incumbents will work collaboratively with school district/school based administrators, school teams to execute effective behavior instruction, functional assessments of behavior and the implementation of behavior plans to provide support in creating positive outcomes for all students. The work is performed under the general supervision of a higher level administrative employee with considerable leeway for the exercise of independent judgment and initiative in carrying out the duties of the position. Supervision is not normally exercised over the work of others. Does related work as required.

TYPICAL WORK ACTIVITIES: *The typical work activities listed below, while providing representative examples of the variety of work assignments in the title, do not describe any individual position. Incumbents in this title may perform some or all of the following, as well as other related activities not described.*

Provides and develops staff and parent training as well as on-site support in the areas of positive and proactive behavior support and applied behavior analysis for families and support staff;

Conducts direct observations and assessments of individual students and their learning environments;

Develops and implements behavior programs, coordinating delivery of appropriate services to students in order to achieve positive outcomes;

Participates in interdisciplinary team review meetings at which behavioral intervention and support plans are reviewed;

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Collects baseline and intervention data to evaluate outcomes including progress monitoring;

Engages in research as well as professional development activities to enhance the program and to remain current in the field;

Conducts functional behavioral assessments/analysis and develops behavioral support/intervention plans;

Develops and/or provides guidance for one to one supplementary support personnel plans;

Develops and delivers staff professional development in the area of proactive and positive behavioral support;

Completes written behavioral summaries to assist teachers and administrators in the development of appropriate learning experiences and behavior plans;

May prepare and maintain records and reports regarding behavioral concerns of identified students with special needs.

FULL PERFORMANCE KNOWLEDGES, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Thorough knowledge of principles and practices of counseling and behavioral assessment techniques and analysis; good knowledge of strategies used to identify target behavior(s), purpose of behavior(s) and environmental factors that may contribute to the existence of said behavior(s); good knowledge of factors underlying youth development and growth; ability to prepare and provide training regarding proactive and positive behavior supports and applied behavior analysis; ability to develop behavioral support/intervention plans and programs; ability to establish a rapport with students, including students with differing abilities; ability to remain clear and decisive in emergency and stressful situations; ability to

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work with other school personnel as a team member; ability to communicate effectively both orally and in writing; integrity; detail-oriented; dependability; patience; good judgment; and tact.

MINIMUM QUALIFICATIONS: Either:

- A. Graduation from a regionally accredited or New York State registered college or university with a Bachelor's or higher level Degree in Applied Behavior Analysis, Education, Special Education, Social Work, Psychology or closely related field and two (2) years of full-time paid or its part-time equivalent work experience working with individuals with special needs; one (1) year of which must have included providing functional behavioral assessments, behavioral interventions and/or behavior support plans; **OR**
- B. Graduation from a regionally accredited or New York State registered college or university with a Bachelor's Degree and three (3) years of full-time paid or its part-time equivalent work experience working with individuals with special needs; one (1) year of which must have included providing functional behavioral assessments, behavioral interventions and/or behavior support plans.

Special Requirement: Certification as a Board Certified Behavior Analyst (BCBA, BCBA-D), or as a Board Certified Associate Behavior Analyst (BCaBA) is required.

Special Requirement for appointment in school districts including BOCES: In accordance with the Schools Against Violence in Education (SAVE) legislation and by the Regulations of the Commissioner of Education, candidates for employment in school districts must obtain clearance for appointment from the New York State Education Department based upon fingerprinting and a criminal background check.

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NOTE: Your degree or credits must have been awarded by a college or university accredited by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of Education. If your degree or credits were awarded by an educational institution outside of the United States and its territories, you must provide independent verification of equivalency. A list of acceptable companies who provide this service can be found on the Internet at: <https://www.cs.ny.gov/jobseeker/degrees.cfm>. You must pay the required evaluation fee.

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Originated: 4/21/2021
Jurisdictional Class:Competitive
Public Hearing:N/A
NYS Civil Service Commission Approval:N/A

Reviewed and placed in Classplan:
Revised and Replaced in Classplan: 10/21/2024 (Edu)