

Preparing Adolescents and Adults for Life
115 Washington Ave., Downingtown, PA 19335

BEHAVIOR ANALYST JOB DESCRIPTION

Position Title: Behavior Analyst

Reports To: Program Director

Executive Director's Approval: _____ Date: _____

SUMMARY OF POSITION:

The Behavioral Analyst (BA) is responsible for the provision of: 1) staff training (in didactic and in vivo formats) and evaluation, 2) individual student assessment; 3) curriculum development; 4) the development and supervision of behavior support programs; and 5) monitoring of student performance/data analysis. 6) on site supervision of instructional programming including travel and overnight stays during student/client trips. The BA will serve as supervisor to direct interventionist team (assistant behavior analysts), but is also expected to provide, when necessary, direct instruction and support to individual students and back up to staff in the community. The BA will work in collaboration with the clinical team in order to design individual and functionally determined behavioral interventions in both functional skill acquisition and the reduction/replacement of problematic behavior and seek/accept direction from the Chair of the Professional Advisory Panel and other consultant members of the Professional Advisory Panel. Programs are expected to be generalizable across settings including school, home, community, and work. The BA is expected to, in collaboration with the Education Director, lead team meetings, IEP meetings and collaborate with families where appropriate. The Education Director, not The BA is the primary point of contact for families. The Executive Director is the primary point of contact for School Districts.

The BA will have demonstrated knowledge of functional curriculum and instruction, applied behavior analysis, functional behavior assessments, preference assessments, behavioral health rehabilitative services and experience working with adolescents and adults diagnosed with Autism Spectrum Disorders in community based settings. Board Certification in Applied Behavioral Analysis is required. This is a full-time position.

The BA is required to prepare for and attend Data-Analysis meetings (currently held once every three weeks for each student) to ensure that instructional decisions are data driven and appropriately modified to promote rapid skill acquisition. The BA may be required to conduct supervision of staff pursuing Board Certification in Behavior Analysis in accordance with Board requirements. The BA will work in close coordination with the Clinical Director in the performance of duties related to analysis meetings including the responsibility to conduct the meeting if designated by Clinical, Program or Executive Director.

The BA is directly responsible for the supervision of staff performance, and data based development of clinical skill improvement. The BA will baseline staff knowledge and develop specially designed targeted trainings resulting in personalized professional development plans for staff.

The BA will attend off-site trainings, at the discretion of the Executive Director, on such topics as instructional plan writing, clinical leadership, best practices, behavior analytic intervention, curricular content, or any other topic deemed appropriate. Additional compensation is not available for attending such trainings (e.g., ABAL) that may be offered outside of the regular school calendar, however costs associated with attendance such as registration fees and travel will be covered. Stipends for meals are not provided. **The BA is an EXEMPT position requiring performance of essential duties as required by the needs of the students.**

The BA is expected to provide supervision of home program staff, in student/client homes as may be required to generalize programming or implement behavior management programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide data driven, functionally based assessment, program design and monitoring for student/client progress and staff competence.
- Serve as supervisor to direct interventionist (Assistant Behavior Analysts) team, including providing direct instruction to students/clients to inform consultation/supervision from a hands-on first-hand knowledge basis. Work in collaboration with Program Director, Clinical Director Educational Director and Curriculum Coordinator to design behavioral interventions and behavior modification program and skill acquisition programs through written instructional and behavioral plans, which are individualized to the student and to the family's needs.
- Perform functional behavior assessments as necessary or indicated.

- Perform preference assessments on a continuing and regular basis for all students/clients
- Provide clinical oversight in the area of behavior reduction/support.
- Collaborate with Clinical Team (Clinical Director; Program Director, Educational Director, Executive Director) to develop a treatment plan at IEP's , ISP's and ITMs as required.
- Coordinate resources to enhance the well being of the student/client and overall school, habilitation, family/residential program functioning.
- Assist in problem solving when conflicts arise over behavioral paradigms in other involved systems.
- Troubleshoot with the team when behavioral interventions are seen as ineffective for the student/client/adult/family/habitation or residential program.
- Travel to and from student/client/adult's locations (i.e., home, school, community settings) to perform duties.
- In collaboration with the Program Director, Educational Director and Clinical Coordinator develop 24-hour crisis and positive behavior support plans.
- The BA will have demonstrated knowledge of functional curriculum and instruction, behavior analytic technology, performance of functional behavior assessments, performance of preference assessments, behavioral health rehabilitative services and experience working with adolescents/adults diagnosed with Autism Spectrum Disorders in community based settings. Board Certification in Applied Behavioral Analysis required. This is a full-time position.
- Collaborate, as necessary, with other members of a student's/client's behavioral health team across systems such as a mobile therapist and/or therapeutic staff support/ residential staff to monitor implementation and effectiveness of treatment plans and ensure tight coordination between home and school and community environments and promote consistency of instruction/behavior management.
- Seek and accept consultation from members of the Professional Advisory Panel as necessary or as directed by Program or Executive Director and implement suggestions as immediately as practicable.
- Participate, as necessary, in interagency service and planning meetings to ensure consistency in all treatment settings.
- Complete appropriate paperwork and documentation as required for the position.
- In collaboration with the Program and Executive Director design, conduct and publish research on clinical protocols, procedures and interventions implemented within the program.
- Comply with all requirements of the Department of Public Welfare, Department of Education for the provision of such services.
- Maintain all qualifications specified by the Department of Public Welfare, Department of Education or any other state or federal agency having jurisdiction over the provision of such services and shall participate in such training as may be required.
- Maintain CPR and first aid and crises prevention/intervention/management certifications and must be able to perform such services in the event of need.
- Maintain Behavior Analyst Board Certification
- Adhere to mandated timelines in providing services to students/adults and family.
- Maintain such confidentiality as required by agency, federal and/or state law in the provision of such services.
- Comply with service policies and procedures manual of PAAL.
- Maintain written student/staff observation notes; design and utilize systems of data collection in order to make data based program and training decisions and development of protocols.
- Participate in/conduct trainings as required by Executive Director.
- Perform other duties as may be required by Program Director and Executive Director.

DIMENSIONS:

The Behavior Analyst is the direct supervisor responsible for competent design and implementation of functional behavior analytic instructional community based programming for adolescent and adult students/clients and is supported in these functions by the Executive, Program, Clinical and Educational Director. In addition to these primary program based functions, the BA is responsible to coordinate and supervise instruction across home/school/community environments. Proper performance of duties may require work to be conducted during off hours including nights, weekends and holidays.

NATURE AND SCOPE:

This position requires demonstrated, specialized knowledge of the following:

- Applied Behavior Analysis
- Transition Services specific to adolescents with an ASD diagnosis
- Adult Services specific to an ASD diagnosis
- Functional, community based instruction with Quality of Life as the instructional outcome.

- Programs, regulations and operations of human service agencies serving adolescents and adults with an ASD diagnosis.
- Current clinical and educational research in the field of Applied Behavior Analysis, autism spectrum disorders, transition, vocational rehabilitation, and social skills training.
- Legal and procedural protections relating to the rights of students and adults and their families.
- Methodologies of behavior analytic technologies, including assessment, diagnosis, consultation, behavioral and instructional intervention, early childhood developmental programs, research (theoretical and applied), data collection and analysis.
- State and federal initiatives regarding provision of integrated (educational and social) services to children and the role of education in coordinating or facilitating those services.
- Excellent computer skills including but not limited to Excel, Power Point, Google, Python and Wiki spaces.
- Use of I-Pod, I-Pad, Blue Tooth, 30 Second Smile, Visual Assistant and other hardware technology for educational purposes.
- Use of Boardmaker, G-tasks, Proloquo2Go, Breadcrumbs, Able Link, Tap to Talk, iReward, Earn it Stars, Time Timer, Times Up, Time Calculator, Cash Strapped, Pic List, Wayfinder, Community Sidekick, iNap, One Tap Dial, Pocket Ace, Behavior Tracker, Skill Tracker, Stories2learn, Quick Ques, 101 Conversation Starters, Audacity and other software applications for educational, self-management and behavior modification purposes.

ORGANIZATIONAL RELATIONSHIPS:

The Behavior Analyst (BA) reports to the Program Director. The BA will receive clinical direction from the Executive Director as well as work regularly in collaboration and consultation with other members of the student's/client's /adults team outside school i.e. behavior specialists as well as family members.

QUALIFICATIONS:

The position demands travel to various regional locations for performance of essential duties as well as for training and presentation purposes.

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, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A. EDUCATION AND EXPERIENCE

1. Masters Degree in Behavior Analysis, Psychology, Education or related field. Board Certification or Licensure preferred
2. One year of paid, post-graduate experience providing clinically supervised treatment to children/adolescents/adults with autism in home, community and school based settings.
3. 12 graduate level credit hours in course work in behavior analytic theory and related to behavioral management theory, interventions, protocols, or techniques.
4. Demonstrated work experience with children/adolescents/adults with ASD, community based instruction and program design.

B. SKILLS AND ABILITIES

1. Language Skills
 - a. Ability to read, analyze, and interpret periodicals, professional journals, legal documents, technical procedures, or governmental regulations.
 - b. Ability to write reports, correspondence, and treatment, skill acquisitions, behavior modification, crises intervention and positive behavior support plans.
 - c. Ability to effectively present information and respond to questions from clinical team members, groups of managers, clients, customers, and the general public.
 - d. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community.
 - e. Ability to formulate and present power point/keynote presentations
2. Mathematical Skills
 - a. Ability to perform basic mathematical concepts in the performance of routine assignments and data analysis.
3. Reasoning Ability
 - a. Ability to define problems, formulate hypothesis, collect and analyze data, establish facts, and draw valid conclusions.
 - b. Ability to interpret an extensive variety of clinical and technical instructions in written, oral, diagram, mathematical, or schedule form and deal with abstract and concrete variables.
 - c. Ability to apply sound judgment to resolve conflicts and solve problems.
4. Other Skills and Abilities

- a. Strong problem-solving and team leadership skills.
 - b. Ability to apply knowledge of current research and theory in specific field.
 - c. Ability to establish and maintain effective working relationships with clinical team members, clients, staff and the community.
 - d. Ability to transport between student locations, school buildings, districts, and cities.
 - e. Ability to communicate clearly and concisely both in oral and written form.
 - f. Ability to perform duties with awareness of all state law, regulation, and PAAL and CCRES policies.
 - g. Responsibility for the safety, well-being, and work output of clinical team members.
 - h. Ability to meet the demands of several people and clients.
 - i. Ability to respond to several problems simultaneously.
- C. CERTIFICATES, LICENSES, REGISTRATIONS
- 1. Certification in Applied Behavior Analysis, Special Education, OR licensed psychologist or social worker (MSW) preferred.

PHYSICAL DEMANDS:

The physical demands described here 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.

- A. While performing the duties of this job, the employee is frequently required to sit, stand, and walk.
- B. The employee is frequently required to talk or listen.
- D. The employee is occasionally required to use hands to handle or feel, and to reach with hands and arms.
- E. The employee must occasionally lift and/or move students.
- F. Specific vision abilities required by this job include close vision and the ability to adjust focus.
- G. The position requires meeting deadlines with severe time constraints, interacting with public and staff, and irregular or extended work hours including on call responsibilities. If an employee is designated on call, the employee must be able to respond within 20 minutes. Irregular work hours include non traditional work day hours including, including nights, weekends and holidays. An employee's posted schedule may change with seven days documented notice to the employee. All employees are required to accompany clients on a variety of day and overnight trips in and out of the Commonwealth of PA. **Failure to report to work without an approved shift change, or repeated absences/shift changes (3 or more) is considered, by your signature below to your job description, as evidence of submission of a resignation and/or grounds for dismissal.**
- H. The position demands daily travel to various regional locations.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SALARY AND BENEFITS

Salary and benefits are subject to change without prior notice. Salary is determined commensurate with experience and responsibility. Periodic increases/decreases based on merit/failure to adhere to policies (i.e. failure to maintain current clearances) and/or cost of living; or increase/decrease in responsibilities may be made and are at the exclusive option of the Board of Directors. Employee benefit plan currently provides health insurance subject to a \$50.00 per pay cost to the employee; 401K retirement plan with a ten percent (10%) match to employee contribution; stipend to a fixed amount payable towards a gym membership; mandatory professional development opportunities and paid time off (PTO). Employees are eligible for these benefits following successful completion of a 90 day probationary period and offer of a permanent position. PTO is as follows: following 90 days to 1 year of service: 14 days accrued, 1 year to 3 years of service: 13 days; 3 years – 6 years of service: 17 days; 6+ years of service: 23 days. Except in cases of documented emergency or sickness where the requests must be made by 6:30 am to the Program Director on the day of the emergency/sickness, requests for time off must be made on the form provided and approved in writing thirty (30) days prior to the date (s) of the requested time off. All employees may be required to take PTO during the Christmas break. PTO may not accumulate and carry over year to year however a maximum of 10 days may be "sold" back at the end of each year (September) for a net cash payment subject to the IRS rules. for Unpaid leave is at the discretion of the Executive Director. Following 1 year of service, the employee may be eligible for tuition reimbursement.

PROFESSIONAL CODE OF CONDUCT:

The Behavior Analyst Certification Board has promulgated guidelines for Responsible Conduct for Behavior Analysts. These guidelines address ethical and professional concerns particular to BACB certificants, as well as concerns that are salient to the interactions between behavior analysts, the people they serve, and society, in general. The Guidelines are provided for general reference to practitioners, employers and consumers of applied behavior analysis services (BACB recital to Ethical Standards). Although only behavior analysts certified by the Board are required to follow these ethical guidelines, the PAAL program adopts these guidelines to direct our professional practice in the provision of behavior analytic services to our students/clients. Therefore, all employees are expected to be familiar with and to follow these guidelines, and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or termination. Behavior Analyst Certification Board Code of Responsible Conduct is available on the Behavior Analyst Certification Board Web Site: www.bacb.com.

The information in this job description is for compliance with the Americans with Disabilities Act (A.D.A.). It is not intended to be an exhaustive list of duties, responsibilities and qualifications for the position. The incumbent may perform or be assigned other duties.

Agreed To By _____ Date: _____
Signature

Approved BY _____ Date: _____
Signature (Supervisor)

Approval By: _____ Date: _____

