



## Job Title: Board-Certified Behavior Analyst

Salary Schedule: TALC  
Pay Grade: Instructional

Job Code: 300130  
JDE: A-13.09

### MAJOR FUNCTION:

Provide support and assistance to District staff responsible for educating students with academic, behavior, and social disabilities.

### MINIMUM QUALIFICATIONS:

- Master's degree from an accredited institution.
- Three (3) years of experience in teaching and/or working with individuals with disabilities preferred.
- National certification in behavior analysis as a Board-Certified Behavior Analyst (BCBA) through the Behavior Analyst Certification Board.
- Valid Florida teaching certificate preferred.
- Supervision certification through the Behavior Analyst Certification Board within twelve (12) months of hire.
- Lean Six Sigma Certification preferred.

Such alternatives to the above qualifications as the Board may find acceptable.

### KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, organizational, and management skills; flexibility and adaptability in dealing with rapidly changing priorities and demands.
- Knowledge of and the ability to interpret and enforce pertinent regulations, policies, procedures, and current research-based best practices governing the functional area of assignment.
- Knowledge of HIPAA, Public Records, Sunshine Law, FERPA, and other laws/regulations related to student and employee privacy, public information, and records retention.
- Knowledge of and experience with industry-standard equipment, materials, practices, computers, and applications.
- Ability to interpret statistical data in relation to behavioral scales.
- Ability to develop and communicate detailed behavior management plans with rationale for implementation based on a functional behavior assessment.
- Ability to communicate technical information to technical and non-technical personnel and speak effectively before all members of the school community.
- Ability to professionally and effectively respond to customer needs and requests for service or assistance.

### REPORTS TO:

Director, Exceptional Student Education or Designated Administrator

### ESSENTIAL JOB FUNCTIONS:

- Conduct initial functional behavior assessments (FBAs) and review current FBAs.
- Monitor positive behavior intervention plan (PBIP) implementation and effectiveness for students; assist and monitor the collection of data and implementation of such plans to ensure success.
- Develop and maintain behavioral data; create graphical data representations and reports for progress monitoring of students with disabilities.
- Develop, support, and implement reinforcement-based classroom management systems.
- Provide direct support to students using applied behavior analysis (ABA) strategies to enhance teacher instruction.
- Maintain BCBA certification and trainer certification (as deemed appropriate based on District need) in District-approved crisis intervention techniques.
- Provide technical assistance and staff development to administrators, teachers, and support staff regarding effective interventions and positive behavioral supports and techniques.
- Assist in the development and implementation of Individualized Educational Plans (IEPs) and Positive Behavior Intervention Plans (PBIPs).
- Consult with transportation staff regarding the use of behavioral management programs on buses.
- Facilitate debriefing crisis teams in situations in which advanced control procedures were utilized; complete encounter logs on a daily basis.
- Provide supervision to colleagues working toward their BCBA certification and monthly supervision to staff who are currently Board-Certified Assistant Behavior Analysts.



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- Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide.

### OTHER JOB FUNCTIONS:

- Attend staff meetings and participate in conferences and other trainings to enhance job performance.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Support the retention of Highly Effective and Effective employees by exhibiting professionalism and making positive contributions to workplace morale.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

### EXERTION TYPE:

- Light work. Position requires exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

### OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	30%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	70%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	30%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	10%
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	10%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	10%



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<input checked="" type="checkbox"/> <b>Reaching</b>	Extending hand(s) and arm(s) in any direction.	10%
<input checked="" type="checkbox"/> <b>Repetitive Motion</b>	Substantial movements (motions) of the wrists, hands, and/or fingers.	10%
<input checked="" type="checkbox"/> <b>Seeing</b>	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> <b>Sitting</b>	Particularly for sustained periods of time.	70%
<input checked="" type="checkbox"/> <b>Standing</b>	Particularly for sustained periods of time.	10%
<input checked="" type="checkbox"/> <b>Stooping</b>	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	10%
<input checked="" type="checkbox"/> <b>Talking</b>	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	90%
<input checked="" type="checkbox"/> <b>Walking</b>	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

**TERMS OF EMPLOYMENT:** Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

**DAYS PER YEAR:** 196

**FLSA STATUS:** Exempt

**BARGAINING UNIT:** TALC

**WORKER'S COMP. CATEGORY:** 9101 – All Other

**BOARD ADOPTION:** 6-27-17

**REVISED:** 12-11-18, 7-28-20, 1-26-21

**REVIEWED:** COMPENSATION & LABOR RELATIONS WILL COMPLETE

Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.