



RIALTO UNIFIED SCHOOL DISTRICT CLASSIFIED MANAGEMENT

APPLIED BEHAVIOR ANALYSIS SPECIALIST

DEFINITION:

Under the direction of the Lead Special Service Agent, and as a member of an educational team, plan, develop, coordinate, and implement the educative programs of students with autism spectrum disorders and intellectual disabilities in settings across the District: special education classrooms, regular education classrooms, home programs, non-public settings, and non-public classrooms. Assure effective specialized educational programs for students with autism spectrum disorders and intellectual disabilities through the analysis of data, specialized program, and curriculum modification. Assist teachers with the implementation of district approved modified curriculum and social skills training. Train and monitor teachers and instructional assistants on evidence-based practices, collaborate with Individualized Educational Plan (IEP) teams, and perform related duties.

ESSENTIAL DUTIES:

- Establish evidenced-based programs, using Applied Behavior Analysis (ABA) methods as a foundation, for students with autism spectrum disorders and intellectual disabilities.
- Mentor and assist teachers and instructional assistants with the implementation of learning strategies and positive behavioral supports for severe and difficult behavior.
- Mentor and assist teachers and instructional assistants with monitoring of data and information from classrooms, home environments, and non-public agencies.
- Provide parent education regarding the current research/trends in autism spectrum disorders and intellectual disabilities.
- Collaborate with coordinators on the assignment of ABA trained instructional assistants, development of transitions plans including observation, written reports and written plans for out-of-district students with non-public agency services, and administration of IEP meetings.
- Maintains records and reports as required by the District policies and State and Federal regulations.
- Provides training for staff in area of specialty, and participates in local and state presentations as necessary.
- Understand and adhere to related District, local, state and federal policies and procedures.
- Attends related meetings and conferences.
- Mentor and assist teachers with implementing social skills groups.
- Provide direct behavioral support services to students.
- Other duties as assigned.

QUALIFICATIONS:

KNOWLEDGE OF:

- Autism Spectrum Disorder, Intellectual Disabilities, and related disabilities.
- Theories of Applied Behavior Analysis, including current learning strategies, current behavior management strategies, and data collections and data analysis methods.
- Educational expectations based on the California Content Standards and No Child Left Behind. Pertinent Federal, State, and local codes and regulations regarding the education of students with autism spectrum disorders and intellectual disabilities.
- Report preparation techniques.
- Interpersonal skills using tact, patience and courtesy. Oral and written communication skills

ABILITY TO:

- Plan, develop and coordinate programs and service delivery options to meet the needs of students diagnosed with Autism Spectrum Disorder, Intellectual Disabilities, and related disabilities.

- Provide leadership and direction to Autism, moderate severe programs and activities.
- Interpret, apply, explain, and maintain current knowledge of applicable laws, codes, rules and regulations to assigned activities.
- Communicate effectively both orally and in writing.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work.
- Work independently with little direction.
- Prepare and present oral presentations.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports and files related to assigned activities

EXPERIENCE AND EDUCATION:

Any combination equivalent to:

1) Bachelor’s degree in Applied Behavioral Analysis, Psychology, Special Education or related field preferred; plus 6 years’ experience professionally working with pre-school and/or school-aged students with autism spectrum disorders, and/or intellectual disabilities;

OR

2) Master’s degree in Applied Behavioral Analysis, Psychology, Special Education or related field preferred; plus 2 years’ experience professionally working with pre-school and/or school-aged students with autism spectrum disorders, and/or intellectual disabilities;

PREFERRED QUALIFICATIONS:

Completion of or in the process of getting a Board-Certified Behavior Analysis (BCBA) certificate is preferred.

LICENSES, CERTIFICATIONS AND OTHER REQUIREMENTS:

- Professional Crisis Management (PCM) certificate
- Verification of a valid California Motor Vehicle Operator’s license.
- Insurability by the District’s liability insurance carrier may be required.

WORKING CONDITIONS:

ENVIRONMENT:

Working in an office, student homes, classrooms and various community sites as well as working with students with behavioral problems who may have physical or emotional difficulties; Driving a vehicle to conduct work as required by position. Possession of a valid California Driver’s License; must have available private transportation.

Ability to use common school hand tools, computer, telephone and photocopy machine; Ability to transverse any part of a 10-acre campus which would include asphalt, sidewalks, grass on playgrounds, dirt, and bus areas; Spend up to 3 hours a week outside.

PHYSICAL ELEMENTS:

Moderate lifting - 40 pounds maximum with occasional lifting and/or carrying objects weighing up to 5 pounds.

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours
 Frequently/Medium - 3 to 6 hours
 Constantly/High - 6 to 8 hours

Stooping:	Occasionally	Carrying:	Frequently
Bending:	Occasionally	Standing:	0-30 minutes to 1 hour
Lifting:	Occasionally	Kneeling:	Not required
Reaching:	Occasionally	Sitting:	0 or may sit 60 minutes a day

Handling: Frequently
Grasping: Frequently

Crouching: Occasionally
Push/Pull: Occasionally

*Driving: Must have ability to get to in-service meetings
Fingering: Occasionally

****Verification of the possession of a valid California Driver's license, a DMV printout and insurability by the District's liability insurance carrier is required.***

Frequent motion:

Twisting: Yes - Occasionally
Wrist flexion: Yes - Occasionally
Elbow flexion/extension: Yes - Frequently
Reaching to shoulder level: Yes - Occasionally
Forward shoulder/neck flexion: Yes - Occasionally
Reaching below shoulder level: Yes – Frequently

Sensory requirements:

Ability to see: Constantly
Ability to hear: Constantly
Ability to touch: Constantly

Ability to talk: Constantly
Ability to smell: Constantly

Must be able to deal with these environmental considerations:

Odor: Not required
Fluorescent lights: Yes, all day long
Humidity: Yes, occasionally
Working inside: 95% of the day
Moisture: Yes, occasionally
Working outside: 5% of the day
Floor may be slippery at times: Yes, when painting
Noise: Must be able to work around "productive noise"
Heat: Has own air conditioning/heating may break down
Working in close quarters with others: Yes, all day long

This job requires:

Alertness: Yes
Attention to detail: Yes
Ability to work in temperatures down to 40 degrees and up to 110 degrees

The use of two hands: Yes
Recall of names and dates: Yes

Ability to deal with psychological factors:

Team work: Yes
Frustration: Medium
Must keep up with schedule: High
Dealing with angry parents, students: Yes

Repetitive tasks: Yes
Level of responsibility: High
Able to work overtime as needed: High

Physiological factors:

Must maintain a high level of consciousness: Yes
Ability to comprehend and follow directions: Yes
Orientation to time, place, or person: Yes
Able to keep up a high activity level during the shift: Yes
Ability to read at 12th grade level: Yes

Revision Date: 9/2022

**AN EQUAL OPPORTUNITY EMPLOYER
RIALTO UNIFIED SCHOOL DISTRICT IS A "DRUG and TOBACCO-FREE WORKPLACE"**