

DEPARTMENT OF EDUCATION  
STATE OF HAWAII  
BOARD OF EDUCATION SUPPORT SERVICES PERSONNEL

47.495

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Specifications for the:

BEHAVIOR ANALYST

Duties Summary:

Provides behavior-analytic interventions and services as a licensed behavior analyst representative on interdisciplinary teams; serves as the district resource for students with behavioral challenges; conducts Functional Behavior Assessments (FBA), develops Behavior Intervention Plans (BIP) and Applied Behavior Analysis (ABA) programs; provides clinical supervision and guidance over qualified paraprofessional staff of Behavioral Technician (BT); and performs other related duties as assigned.

Distinguishing Characteristics:

This class serves as a district resource subject matter expert licensed in behavior analysis. Positions are primarily responsible for participating in the development, oversight, and maintenance of standards, policies, and procedures for behavior-analytic services. Such work shall entail support of the specific purpose, methods, and values of the behavior analysis program. Functions include, but are not limited to, monitoring student performance and progress, consulting with school staff, providing parent training, and participating in Individualized Education Program (IEP) and other educational related meetings.

Positions in this class also provide direct clinical supervision over qualified paraprofessional staff of BTs, ensuring implementation of high-quality instructional services by developing, facilitating, evaluating, and maintaining the ethical behavior-analytic performance of the BT. Incumbents in this class are accountable for certifying that the clinical supervision of BTs are aligned and in accordance with the credentialing body and Department of Education (Department) requirements. Such tasks shall require communication, documentation, and reporting of evidence to the Behavior Analyst Certification Board (BACB) or current national credentialing body. Supervision shall also include the training, application, and evaluation of instructional and environmental modifications as performed by the interventionists.

The scope and depth of work assignments are challenging and extensive due to the complex nature of the learning disability, which may include severe or significant intellectual and developmental disabilities, behavior difficulties, and/or Autism Spectrum Disorder (ASD). This involves the independent practice of functional assessments and analyses that could require execution of direct interventions. Such work is integrated

into the interdisciplinary team plan to achieve the highest possible functional level of objectives and activities for the individual student. Referrals and acquisition of behavior-analytic interventions are intended to comprehensively service the more clinically complex cases and needs within the Department's entire system of care and support.

**Examples of Duties:** *(Positions may not be assigned all of the duties listed, nor do the examples necessarily include all of the duties that may be assigned. The omission of specific statements does not preclude management from assigning duties that are logical for the position. The classification of a position should not be based solely on the examples of duties performed.)*

1. Actively participates in program planning, development, and implementation activities.
2. Develops and maintains resource materials.
3. Determines compliance with behavior analysis standards.
4. Conducts research into changes in best practices; laws, rules, and regulations; community concerns; etc. and evaluates their impact on program goals and priorities.
5. Identifies problems or issues and assesses or anticipates specific needs.
6. Consults with teachers and other school personnel regarding the student's behavior, recommended interventions, and alternatives for addressing behavior.
7. Performs ABA services indicated on the student's IEP, such as conducting FBA and developing BIP.
8. Observes students in the educational setting and conducts functional behavior and other educationally relevant assessments.
9. Collaborates with other professionals and related service providers to administer developmental and functional skills assessment for program development.
10. Designs behavioral data collection systems, monitors collection, analyzes, and engages in evidence-based instructional decision-making.
11. Observes, measures, and documents intervention progress and utilizes evidence-based training methods with staff and students, such as Behavioral Skills Training (BST).

12. Facilitates an understanding of behavior principles for school personnel, parents, and other stakeholders.
13. Provides clinical supervision over qualified ABA paraprofessionals (e.g., BTs) by observing, training, and developing performance expectations and delivering feedback. Provides training to Department paraprofessionals aspiring to become qualified ABA paraprofessionals.
14. Guides behavioral case conceptualization, problem-solving, and ethical decision-making repertoires of the BT.
15. Oversees and evaluates the effects of behavioral service being delivered by the BT.
16. Reviews written materials (e.g., behavior programs, data sheets, reports, etc.) and completes BACB's Competency Assessment or similar performance evaluation requirement of the current national credentialing organization.

**Knowledge and Abilities Required:**

**Knowledge of:** Principles of educational philosophy and ABA; current research and range of evidence-based practices in the field of ASD among preschool and school-aged individuals; behavior analysis program design; evidence-based training methods (e.g., BST); Special Education and other pertinent laws and regulations; IEP, FBA, and BIP; child development; lifespan development and learning; critical issues in education; instructions in content courses; management of positive behaviors and supports within the educational environment; and data collection, graphing, analysis, and reporting.

**Ability to:** Apply the principles, methods, and techniques of behavior analysis in an educational setting; select and use assessment procedures; understand and communicate the assessment results and data; collaborate on the development of individualized education plans with interdisciplinary teams; coordinate behavior analysis implementation of the plans and program; provide training using evidence-based methods (e.g., BST); establish and maintain effective relationships with others; monitor the work of others to ensure compliance with treatment plans; maintain program oversight for progress and identify needs for re-assessments and/or changes in treatment; prepare clear and concise communications, reports, and recommendations; and review and revise programmatic policies and procedures.

**Minimum Qualification Requirements:**

**Education Requirement:**

Possession of a master's degree from an accredited college or university with a major in behavior analysis, education, or psychology in an acceptable field of study.

Experience Requirement:

Three (3) years of progressively responsible post-master's professional experience teaching, counseling and/or providing therapy to individuals with emotional, behavioral, or mental health concerns and/or their families. Of the required three (3) years work experience, at least one (1) year must have included providing ABA services to individuals with disabilities. This behavior-analytic work may have been conducted independently or under the supervision of a qualified behavior analyst per requirements of the BACB or other national credentialing body approved by State of Hawaii law.

Supervisory Aptitude: Applicants must demonstrate the aptitude or potential for the performance of supervisory duties through successful completion of regular or special assignments that involve some supervisory responsibilities or aspects; serving as a group or team leader or in similar work in which opportunities for demonstrating supervisory capabilities exist; completion of training courses in supervision accompanied by application of supervisory skills in work assignments; or favorable appraisals by a supervisor indicating the possession of supervisory potential.

Substitution Allowed:

Possession of a doctorate degree from an accredited college or university with a major in behavior analysis, education, or psychology may be substituted for all of the Experience Requirement.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate that the applicant has the ability to perform the duties of the position for which the applicant is being considered.

License Requirements:

1. Applicants must possess a valid State of Hawaii license in Behavior Analysis issued by the Department of Commerce and Consumer Affairs.
2. Applicants must possess a valid license to drive in the State of Hawaii.

Selective Certification:

Specialized knowledge, skills, and abilities may be required to perform the duties of some positions. For such positions, selective certification requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Organizations requesting selective certifications must show the connection between the kind of training and/or experience on which they wish to base the selective certification and the duties of the position to be filled.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirements:

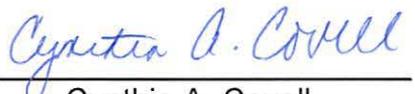
Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodation.

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This is the first specifications for the new class, BEHAVIOR ANALYST.

SIGNED DATE: SEP 26 2019

EFFECTIVE DATE: OCT 01 2019

  
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Cynthia A. Covell  
Assistant Superintendent  
Office of Talent Management