Behavior Analysis Teacher

Under the supervision of the District Educational Specialist (DES), the Behavior Analysis Teacher will serve as the district resource providing school level supports to students with significant behavioral challenges. Major responsibilities are to conduct functional behavior assessments (FBA), design and develop behavior intervention plans (BIP), and provide implementation oversight of the BIP. The primary purpose of this position is to provide Individualized Education Program (IEP) indicated applied behavior analysis (ABA) services, supervise the provision of ABA services, and provide behavioral/educational consultation and supports to schools and families.

Minimum Qualification Requirements:
A valid Hawaii State teacher license AND a current license to provide behavior analytic services in the State of Hawaii INCLUDING credentials to supervise a Registered Behavior Technician (RBT) and other ABA paraprofessionals qualified to implement ABA services.

Knowledge of:
Principles of educational philosophy and ABA; current research and range of evidence-based practices in the fields of special education and student disabilities, special education law, FBA and behavior support plans, child development, lifespan development and learning; critical issues in education; instruction in content courses; managing student behavior; positive behavioral supports; curriculum design; interdisciplinary team development; data collection and analysis.

Skills and Ability to:
Develop and maintain partnerships with all stakeholders; keep abreast of current developments in evidence-based practices for working with students with disabilities; collaborate with parents, school, and community members to support student learning; use and integrate technology appropriately in daily work; travel between schools/sites served; perform normal, routine levels of activity related to bending, carrying, climbing, hearing, lifting, reaching, sitting, standing, vision and walking, and may also involve above-average levels of activity at times that can’t always be anticipated.

Duties and Responsibilities:

1. Performs Assessments (25%)
   • Conducts FBA (e.g., indirect, descriptive, functional analysis) to determine potential reinforcers, antecedents, consequences, function of behavior(s), educational implications, recommendations, etc.
   • Works collaboratively with the teachers and related service providers to administer evidence-based assessments used to evaluate students’ academic, communication, social, behavioral, daily living skills, vocational needs, etc.

2. Develops Student Programs (25%)
   • Develops the BIP based upon the results of the FBA. The BIP provides antecedent based interventions, teaches functionally equivalent replacement behaviors, and reduces problematic behaviors.
   • Provides oversight and collaboration on the implementation of the BIP.
   • Analyzes behavioral data to evaluate the BIP’s effectiveness in the following areas and revises BIP as needed in consultation with the team:
1) Decreasing the problem behavior
2) Increasing the alternative and positive replacement behaviors
3) Increasing quality of life outcomes
4) Generalizing skills to new environments

- Assists schools in the development and implementation of the IEP to address behaviors, communication, social skills, daily living skills, etc. Serves as an IEP team member as appropriate.
- Works collaboratively with the teachers and related service providers to develop student's IEP and educational programs using evidence-based curriculum programs.
- Collaborates with the team and outside agencies to plan effectively for transition needs of individuals (e.g., early intervention to preschool, preschool to elementary school, elementary to middle school, middle to high school, high school to post-secondary activities).

3. Performs Direct Services (25%)
- Provides clinical supervision to ABA paraprofessionals (including RBT) at a minimum of 5% of the hours spent implementing the student BIP per month. Supervision may be in the form of face to face (onsite or remote), individual and group, but must comply with the paraprofessional's credentialing agency requirements.
- Consults with teachers and other school personnel regarding student's behavior, recommend solutions and alternatives for addressing behavior which interferes with the student's appropriate participation in educational activities.
- Provides IEP indicated service (e.g., ABA services, teacher consultation, parent training, etc.) as assigned by DES.

4. Provides Training (20%)
- Provides training on the principles of ABA and evidence-based practices related to behavior and student disabilities.
- Provides training regarding implementation of student programs including the BIP to ensure procedural fidelity, and collection of data with accuracy etc.
- Provides training on assessments and evidence-based curriculum programs.
- Provides Parent Education/Training service as indicated in the IEP or at the DES's discretion. Parent Education/Training may be delivered in the school, home, or community and is designed to provide parents with the skill to appropriately address student behavior, increase knowledge of their child's disability, implement evidence-based practices, increase communication skills which may include the use of an augmented communication device or an alternative method of speaking, teach daily living and other self-help skills, etc.

5. Other Related Duties (5%)