



**THE LEARNING CENTER FOR THE DEAF
SCHOOL CLINICAL DEPARTMENT**

**POSITION: BEHAVIOR SPECIALIST OR ANALYST
(11 OR 12 MONTH POSITION)**

Collaborate with educational and clinical staff in completion of functional behavioral assessments, design and implementation of effective behavior support plans and development of instructional programs.

REQUIREMENTS:

- Preferred: Board Certified Behavior Analyst and Massachusetts Licensure in Applied Behavior Analysis; will consider applicants who have completed coursework required for Board Certification and State Licensure
- Fluency in American Sign Language and English highly preferred
- Experience in evaluation and treatment of students with identified behavioral challenges
- Master's degree in Psychology or Special Education preferred.
- Solid knowledge of the behavioral impact of developmental/intellectual disabilities, mental health issues and trauma to students of all ages
- Strong report writing and communication skills

SUPERVISOR: Senior Behavior Analyst

FUNCTIONS AND RESPONSIBILITIES:

Complete Functional Behavioral Assessments in collaboration with TLC's educational and clinical staff.

Design, implement and monitor, through ongoing data collection, individualized Behavior Support Plans.

Provide regular updates of student progress to educational and clinical staff, principals, parents, sending school districts, and outside providers.

Consult with teachers and staff who work with students in The Walden School therapeutic treatment program, the Marie Philip School's educational and residential program, through regular meetings, observations, and modeling.

Serve as a member of the IEP team for students with behavioral concerns. Develop behavioral goals and write progress reports for Individualized Education Plans (IEPs) in conjunction with the classroom teacher and/or students' therapist/school counselor.

Consult and support families regarding behavioral strategies that can be used at home through scheduled meetings, telephone/VP and email contact.

Train educational, clinical and residential staff in Functional Behavior Assessment, implementation of Behavior Support Plans, data collection and group behavior programming.

Support teachers in developing instructional programs (e.g., discreet trial teaching, shaping, etc.) for deaf and hard of hearing students who may have behavioral disorders, autism, developmental delay, and/or intellectual disabilities.

Obtain certification to become a crisis de-escalation and intervention trainer in order to facilitate internal staff trainings.

Participate in the development of school-wide behavior management policies and procedures.

Ensure that all treatment methodologies are evidence-based and reflect the most recent research findings in Applied Behavior Analysis.

Perform other tasks as assigned by the Department Supervisor.

PHYSICAL REQUIREMENTS:

Must be physically able to perform all duties of the job including pursuing running students and participating in sports and recreation activities with students. Job may also include prolonged standing, frequently lifting up to 50 pounds, pushing, pulling, bending, stooping, twisting, reaching above shoulder level as well as reacting quickly to minimize escalating behavioral outbursts.

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

TLC is proud to be an equal opportunity employer and all employees and applicants for employment are afforded equal opportunity in every area of hiring and employment without regard to race, color, religious creed, national origin, ancestry, sex, gender identity, age, criminal record (inquiries only), handicap (disability), mental illness, retaliation, sexual harassment, sexual orientation, genetics, active military, and any other legally protected characteristic.