

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**POSITION DESCRIPTION**

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<b>TITLE:</b>	Applied Behavior Analysis Supervisor	<b>REPORTS TO:</b>	Program Manager
<b>DEPARTMENT:</b>	Special Education Programs Division	<b>CLASSIFICATION:</b>	Classified
<b>FLSA:</b>	Exempt	<b>SALARY GRADE:</b>	048
<b>ISSUED:</b>	October 25, 2005		Supervisors'

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**BASIC FUNCTION:**

Plan, develop, implement and supervise the provision of services using applied behavior analysis (ABA) including discrete trial strategies for students with autism enrolled in special education programs; supervise the work of assigned staff.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. [Duties may vary from site to site.] This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

**E = Essential Functions**

Plan, develop, implement, and supervise the provision of services using applied behavior analysis (ABA) including discrete trial strategies for students with autism. **E**

Supervise and coordinate district staff in using a variety of ABA/discrete trial intervention strategies in 1:1 and group settings for students 2 – 8 years old at multiple school sites. **E**

Train staff in the use of appropriate assessment tools (Assessment of Basic Language and Learning Skills, ABLLS; ADOS) to assess progress, identify skill levels and design ABA programs. **E**

Train and consult with staff in all aspects of students' ABA/discrete trial programs. This includes establishing student ABA/discrete trial programs, the collection, analysis and interpretation of data, and program planning based on data. **E**

Monitor the administration of ABA/DT programs for individual students at multiple school sites. **E**

Attend and participate at IEP meetings in order to report on assessed progress data and goal suggestions. **E**

Provide ongoing training on ABA/discrete trial to staff and parents. **E**

Supervise and evaluate the performance of assigned classified staff **E**

Coordinate and attend monthly Progress Meetings with parents and site team working with individual students at multiple sites. **E**

Attend Resources for Students with Autism (RSA) Advisory Team meetings and routinely liaison with RSA staff. **E**

Travel to district sites as assigned. **E**

Perform related duties as assigned.

**MINIMUM QUALIFICATIONS:**

**EDUCATION AND EXPERIENCE:**

Any combination of training, experience, and/or education equivalent to graduation from an accredited college or university with a master's degree in a related field such as psychology, speech/language pathology or behavior analysis and three years experience providing ABA and/or 1 year supervisory experience using ABA strategies with 2 – 8 year old children with autism. Extensive training and experience in child development and Applied Behavior Analysis, with an emphasis in discrete trial training is required.

\*Please note that a bachelor's degree in a related field such as psychology, speech/language pathology or behavior analysis and Behavior Certified in Behavior Analysis (BCBA) may be substituted for the master's degree requirement.

**LICENSES AND OTHER REQUIREMENTS:**

A license in psychology or speech language pathology is desirable.  
Possession of a valid California driver's license and availability of private transportation (mileage expense allowance provided).

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Technical aspects of Applied Behavior Analysis.  
Principles and methods used in performing discrete trial strategies.  
Oral and written communication skills.  
Correct English usage, grammar, spelling, punctuation, and vocabulary.  
Reading and writing English communication skills.  
Data collection design and methods.  
Child development.  
Staff training techniques, methods and programs.

**ABILITY TO:**

Communicate effectively orally and in writing.  
Operate standard office equipment including computers and related software applications.  
Communicate effectively and maintain cooperative relationships.  
Establish and maintain effective working relationships with others.  
Plan and organize work.  
Develop and present training programs.  
Meet schedules and time lines.  
Maintain records and prepare reports.  
Analyze situations accurately and adopt an effective course of action.  
Work independently with little direction.  
Read, apply, and explain rules, regulations, policies, and procedures.  
Supervise and evaluate work performance.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office and classroom setting; driving vehicle to school sites to provide consultation and training to staff and parents.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information [in person and on the telephone]; seeing to [read, prepare, and proofread documents, perform assigned duties]; sitting or standing for extended periods of time; dexterity of hands and fingers to [operate a computer keyboard and other office equipment]; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to [retrieve and store files and supplies]; lifting light objects.

Issued 10.25.05

Job Code 6901

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