

Behavior Analyst Principal

I. KIND AND LEVEL OF WORK

Under limited supervision an employee in this class performs third-level professional behavioral analysis work supporting clients with behavioral health challenges. Positions in this classification are seasoned experts in behavior analysis and make decisions on clinical approaches and case management independently. Positions may need to develop new strategies and modify behavior interventions based on assessment and evaluation of client progress.

II. DISTINGUISHING CHARACTERISTICS

In the Behavior Analyst Principal classification, incumbents have significant depth of knowledge and expertise in behavior analysis. Incumbents receive work assignments but are able to develop solutions and modify approaches to client treatment independently. This classification differs from the Behavior Analyst Senior because positions in the Behavior Analyst Senior classification have some flexibility for determining the functional behavior assessment strategy but consult with others on more complex cases.

III. EXAMPLES OF WORK/DUTIES

(A position may not include all the work examples given, nor does the list include all that may be assigned.)

- **Determine and administer functional behavior assessments and positive support transition plans and develop interventions by tailoring recommendations to individual support networks and treatment teams, considering the needs of the client and the desired behavioral outcomes.**
- **Represent the mission and philosophy of the department to committees and groups to guide program development and performance improvement.**
- **Provide clinical direction to treatment teams as assigned in relation to behavior assessment, data analysis, and the development and implementation of behavior support strategies.**
- **Independently provide consultation, training and guidance to treatment teams in the development of behavior support strategies by developing solutions to address complex behaviors, identifying alternative interventions and describing the potential risks and benefits to each for case formulation, care coordination, and clinical guidance to parties involved.**

IV. KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- *Rehabilitation, evidence-based practice, person-centered planning, and other relevant behavioral health practices including Positive Behavior Support, Trauma-Informed Care, Person-Centered Approaches, and Motivational Interviewing*

- *Advanced knowledge of factors that can contribute to problematic and positive (prosocial) behavior, applicable laws and regulations, Positive Behavior Support, Trauma-Informed Care, Person-Centered Approaches, and Motivational Interviewing.*
- *Advanced behavior modification principles sufficient to author and guide the efforts of other employees in the design, documentation and implementation of positive and behavioral reduction programs.*
- *Functional behavioral assessment (FBA) and functional analysis (FA) methods.*
- *Advanced knowledge of principles, methods and tools of behavior (assessment, measurement and data analysis).*
- *Clinical supervision theories, principles, methods, ethics, and regulations.*
- *Working knowledge of medications used in treating behavior disorders and psychiatric conditions.*
- *Available community support resources, including housing options, mental and chemical health services, funding options, vocational services, healthcare services, county services, etc.*

Skill in:

- *Advanced skills in:*
 - *Conducting comprehensive functional behavior assessments with people with intellectual disability and co-occurring behavioral health challenges such as mental illness, traumatic brain injury and/or substance use disorder;*
 - *Professional consultation to people with diverse cultural and educational backgrounds and varying levels of engagement;*
 - *Effectively engaging community support networks in co-creating, implementing, evaluating, and revising strategies for stabilizing clients' current behavioral health crises as well as for preventing and responding to future behavioral health crises;*
 - *Promoting collaboration and consensus-building among support teams that are often fractured by the stress of dealing with crises.*
- *Teaching ethical and evidence-informed behavioral support concepts and strategies to diverse audiences with widely varying educational and experiential backgrounds.*
- *Assertive, respectful advocacy for the individuals served and their identified needs.*

Ability to:

- *Empower individuals served to identify and articulate their goals, how they would like to achieve them, and what assistance they would like.*
- *Take independent action in a decentralized work environment when needed, balanced with collaborative consultation and action with other members of workgroups and teams.*
- *Monitor and guide the efforts of others in completing treatment plan components in a timely manner.*

LICENSURE/CERTIFICATION/STATUTORY REFERENCES

Board Certified Behavior Analyst (BCBA) in Minnesota

Minn. Stat Ref: Sec. 148.9981 to 148.9995 (or incumbent meets exemptions under Sec. 148.9987.1)

SPECIAL WORK CONDITIONS

N/A

REFERENCES

Former title(s): None

REVISION HISTORY

Established 03/2025