

BOARD CERTIFIED BEHAVIOR ANALYST

DEFINITION:

The Board Certified Behavior Analyst (BCBA) instructs and monitors classroom teachers, assistants, and school personnel in the implementation of behavior programs, which may include instructional strategies and techniques based on the principles of applied behavior analysis. The BCBA interacts professionally with parents, district personnel, and other pertinent professionals. The BCBA remains current with behavior literature, practices, and regulations. The BCBA understands and follows current guidelines regulating the implementation of behavior programming.

SUPERVISION RECEIVED AND EXERCISED

Under direction of the Assistant Superintendent of Educational Support Services and/or designee.

EXAMPLE OF DUTIES – (Incumbents may perform any combination of the essential functions shown below (E). 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.)

The Board Certified Behavior Analyst (BCBA) is required to help students who are displaying serious behaviors, which are impeding his or her learning or that of others. The BCBA can assist an IEP Team and other educational planning teams in developing positive behavior intervention plans/functional analysis assessments, staff development, crises behavioral interventions, collaborating with the behavioral intervention teams, and monitoring the implementation of interventions. (E)

Performs behavioral assessments that may include functional analysis, assessment of functional skills, and assessments of potential reinforcers (through records, reviews, direct observation, data collection, interviews, and systematic manipulations). (E)

Develops, implements, coordinates, monitors, documents, evaluates and revises behavioral programming as warranted. Develops individualized instructional programs and behavioral intervention plans based on student abilities within education, developmental, and/or functional parameters. (E)

Participates as a member of the educational team to assess student performance. Develops goals and objectives when appropriate for consideration in the IEP team meeting. (E)

Collaborates as a member of an educational team to assess, design, monitor, and implement positive behavioral intervention school-wide plans. (E)

Trains and coaches school staff in program implementation, data collection, and monitoring implementation as warranted. (E)

Provides crisis intervention as necessary. Attends other meetings as assigned. Conducts staff development activities and training as required and defined by SUSD. (E)

Provides consultation and technical assistance to faculty, staff and families concerning behavior management strategies; responds to inquiries and provide information concerning related treatment plans, services, practices, techniques, laws, regulations, policies and procedures. (E)

Maintains professional (BCBA) Certification. Maintains appropriate documentation and reports as required. (E)

Develops, implements and conducts in-service and training sessions for faculty and staff concerning behavior management and strategies, systems, techniques and procedures; prepares and delivers oral presentations; prepares and distributes related training and informational materials. *(E)*

Participates in the development and implementation of behavior management communication systems, methodologies, theories and techniques; assists in evaluation and developing curriculum standards to meet student needs. *(E)*

Communicates with District personnel, outside agencies, families and the public to exchange information, coordinate activities and resolve issues or concerns. *(E)*

Provide supervision for college level students in fieldwork and practicum placements, develop and implement training & fieldwork programs and assist with student placement performance. *(E)*

Assists transportation staff with issues and concerns related to students with behavioral challenges. *(E)*

Attends various conferences and meetings as assigned. *(E)*

Maintain regular and prompt attendance in the workplace. *(E)*

Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Requires working knowledge of principles of evidence based practices, procedures, and techniques involved in the monitoring, analysis and treatment of special education students with behavioral challenges.
- Requires working knowledge of positive behavioral intervention techniques and theory of Applied Behavior Analysis (ABA), applicable laws, codes, regulations, policies and procedures.
- Requires working knowledge of development of positive behavior treatment plans, curriculum, goals and objectives of the department, record keeping, and report writing techniques.
- Requires sufficient interpersonal skills to work productively and cooperatively with diverse teams while using tact, patience, and courtesy.

Ability to:

- Independently perform a variety of specialized duties in the monitoring, analysis, and treatment of identified students with behavioral challenges.
- Collaborate with faculty, staff and families in the design, development and implementation of strategies and BIP's to meet the educational needs of students.
- Observe and analyze student behavior in the classroom and assess classroom structure, curriculum requirements, and existing behavior management systems.
- Provide consultation and technical assistance concerning behavior management strategies.
- Prepare, develop, implement and conduct training sessions and oral presentations.
- Prepare and maintain a variety of comprehensive reports, records, and files.
- Analyze situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others, meet schedules and timelines, plan and organize, and work independently with little direction.
- Operates a variety of office equipment including a computer and assigned software.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Record-keeping techniques and report preparation techniques.
- Modern office practices, procedures and equipment.

- Public relations techniques.
- Diversity and cultural sensitivity

Education and Experience:

Master's degree and/or equivalent experience in behavior analysis or related field.

Two years of experience in providing educational programs and behavior plans for students with autism, moderate to severe disabilities and emotional disturbance is preferred.

License and Other Requirements:

A current valid Behavioral Analyst Certification

Valid California driver's license.

Possession of valid First Aid and CPR certificate is required.

WORKING CONDITIONS

Environment:

- Schools, special centers and special classes, with and without adaptive equipment
- Driving a vehicle to conduct work

Hazards:

- Contact with dissatisfied or abusive individuals

Physical Demands:

Employees in this position must have/be able to:

- Enter data into a computer terminal and operate standard office equipment.
- Dexterity of hands and fingers to operate a computer keyboard
- Sit and stand for extended periods of time.
- See and read a computer screen, printed matter with or without vision aids, and to observe students.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Speak so that others may understand at normal levels and on the telephone.
- Lift and/or carry up to 25 lbs. at waist height for short distances.
- Reach overhead, above the shoulders and horizontally, grasp, push, pull.
- Bending at waist, kneeling, or crouching to reach materials and work with students.
- Perform Managing Assaultive Behavior (MAB) protocols.
- Requires dexterity of hands and fingers to operate a computer keyboard
- Hearing and speaking to exchange information in person and make presentations
- Vision to read a variety of materials and observe students.
- Requires sitting or standing for extended periods of time.

Salary Placement

Unrepresented Salary Schedule

Incremental Salary Schedule

Work year: 215 (193 work days plus vacation and holidays)

Board Approved: 06/26/18