

<b>Position:</b>	Board Certified Behavior Analyst (BCBA)	<b>FLSA:</b>	Exempt
<b>Department/Site:</b>	Special Education	<b>Salary Grade:</b>	40
<b>Reports to/Evaluated by:</b>	Administrator of Special Education	<b>Salary Schedule:</b>	Classified Management

**SUMMARY**

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 keeps abreast of behavior literature, practices, and regulations. The BCBA understands and follows current guidelines regulating the implementation of behavior programming.

**DISTINGUISHING CAREER FEATURES**

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

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Performs behavioral assessments that include functional analysis, assessment of functional skills, and assessments of potential reinforcers (through records, reviews, direct observation, data collection, interviews, and systematic manipulations).
- Develops, implements, coordinates, monitors, documents, evaluates and revises behavioral programming as warranted. Develops individualized instructional programs based on student abilities within education, developmental, and/or functional parameters.
- Participates as a member of the educational team to assess student performance in the area of suspected disability. Develops goals and objectives for consideration in the IEP team meeting. Trains school staff in program implementation, data collection, and monitoring implementation as warranted.
- Provides crisis intervention as necessary. Attends other meetings as assigned. Conducts staff development activities and training as required and defined by CUSD.
- Trains and evaluates the performance of assigned staff; assist in interview, selection, recommend transfers, reassignment, termination and disciplinary actions of employees; assign employee duties and review work to assure compliance with established guidelines and procedures.
- Provide consultation and technical assistance to faculty, staff and families concerning behavior management strategies; respond to inquiries and provide information concerning related treatment plans, services, practices, techniques, laws, regulations, policies and procedures.

- Maintains professional (BCBA) Certification. Maintains appropriate documentation and reports as required.
- 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.
- 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.
- Communicates with District personnel, outside agencies, families and the public to exchange information, coordinate activities and resolve issues or concerns.
- Operates a variety of office equipment including a computer and assigned software; drives a vehicle to conduct work.
- Assists transportation staff with issues and concerns related to students with behavioral challenges.
- Attends various conferences and meetings as assigned.

## **QUALIFICATIONS**

**Knowledge and Skills:** 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.

**Abilities:** Requires the ability to independently perform a variety of specialized duties in the monitoring, analysis, and treatment of identified students with behavioral challenges. Requires the ability to collaborate with faculty, staff and families in the design, development and implementation of strategies, BSP's and BIP's to meet the educational needs of students. Requires the ability to train and evaluate the performance of assigned personnel. Requires the ability to observe and analyze student behavior in the classroom and assess classroom structure, curriculum requirements, and existing behavior management systems. Requires the ability to provide consultation and technical assistance concerning behavior management strategies. Requires the ability to prepare, develop, implement and conduct training sessions and oral presentations. Requires the ability to prepare and maintain a variety of comprehensive reports, records, and files. Requires the ability to analyze situations accurately and adopt an effective course of action. Requires the ability to communicate effectively both orally and in writing. Requires the ability to establish and maintain cooperative and effective working relationships with others, meet schedules and timelines, plan and organize, and work independently with little direction.

**Physical Abilities:** 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. Must be able to drive a car.

**Education and Experience:** Any combination equivalent to: master's degree in behavior analysis or related field. Two years of experience in providing educational programs and behavior plans for students with autism and emotionally disturbed is preferred. Education may substitute for experience.

**Licenses and Certificates:** A current valid Behavioral Analyst Certification, a valid California driver's license.