



For the future of every student

CLASS TITLE: BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)

BASIC FUNCTION:

Under general supervision of an assigned supervisor, participate in the development and implementation of behavior intervention plans; provide training to staff and serve as a lead regarding the use of behavioral intervention techniques; evaluate student progress through data collection techniques and modify behavioral plans and programs to achieve optimal behavioral outcomes that facilitate student learning.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Coordinate and oversee the development and implementation of positive behavior supports and evidence based strategies that support the social-emotional and academic learning of students. Establish behavior programs for individual students, schedule support, supervise initial implementation, and monitor long term outcomes.

Train staff, students, and parents, in positive behavioral management techniques and instructional strategies which incorporate best practice in working with diverse cultural populations.

Provide classroom teachers with direct and consultative services in Classroom and Instructional Accommodations and Modifications, Best Practices in Classroom Management and individual student positive behavior support plans (PBIP), Comprehensive Behavior Intervention Plans (CBIP) and Functional Behavior Analysis (FBA). Analyze data and assist teachers with understanding how the modification of curriculum and instruction strategies positively impacts student behavior and classroom climate.

Present social/emotional learning lessons to small groups, whole class, staff, teacher liaisons, SAI teachers, speech/language pathologists, psychologists, principals, and at general staff meeting. Provide site training and ongoing support for implementation of universal strategies, implementation of IEP accommodations, specific behavior support and social skills training related to MTSS intervention, inclusion, and special populations.

Collaborate with school personnel and district administrators to coordinate the Instruction Behavior and Inclusion Program (IBI) for students within a variety of settings: Early Intervention Center, K-12 regular and special education classes, Education Service Center for staff development. Guide behavior personnel with best practices in the presentation of learning materials and conducting instructional exercises. Act as a liaison between IEP team and IBI staff to ensure cohesive IEP implementation and training practices

Train, monitor and provide work direction and guidance to IBI teams and other assigned personnel; assign staff duties and review work to assure accuracy, completeness and compliance with established standards, guidelines, time lines, requirements and procedures; provide input concerning applicant interviews and employee evaluations as requested. Coordinate the assignment and weekly scheduling of behavior assistants to meet district needs.

Inform IBI staff of current trends, research, and best practices in behavioral strategies, including pharmaceutical effects on student behavior, for students with Autism Spectrum and Related Disorders, and Emotional and Conduct Disorders

Assist in the development of goals and objectives based on observation, assessment data and parent input. Ensure effective programming for students by observing, analyzing data and assisting classroom teachers with modifying curriculum and instructional strategies.

Conduct behavioral assessments for students in the general or special education settings and collaborate with site teams to develop related parts of the IEP, including but not limited to: Special Circumstances Educational Support assessments, Functional Behavior Assessments (FBAs), PBIP, and CBIP. Conduct student progress meetings with parents, Behavior Support Assistants, and IEP team members.

Other related duties as assigned that support the overall objective of the position.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Non-violent crisis intervention techniques and principles;
Behavior intervention strategies and techniques;
Basic Applied Behavior Analysis techniques and services; discrete trial teaching techniques;
Classroom procedures and appropriate student conduct;
Child guidance and adolescent development principles and practices;
Applicable laws, codes, policies and regulations related to assigned activities.
Operation of a computer and assigned software.
Methods of collecting and organizing materials, data and information.
Modern office practices, procedures and equipment.
Oral and written communication skills.
Interpersonal skills using tact, patience and courtesy.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Diverse academic, socioeconomic, cultural and ethnic backgrounds of students.

ABILITY TO:

Demonstrate an understanding, patient, warm and receptive attitude toward students and families.
Train and provide guidance and leadership to other staff members.
Appropriately manage student behavior and guide students toward more acceptable social behaviors.
Analyze behaviors, collaborate with adults and develop positive relationships with students.
Utilize and effectively apply skills in data collection, development of effective intervention plans and implementation of positive behavior intervention supports.
Utilize a variety of instructional materials and procedures to enhance a positive educational environment.
Utilize a computer to input and extract data, and maintain and update various databases and records related to assigned activities.
Research, compile and verify student data.
Compose correspondence and written materials independently or from oral instructions.
Operate a variety of office machines and equipment such as a personal computer and all applicable hardware and software, copiers, printers, scanners, calculators, etc.
Work independently with little direction.
Maintain confidentiality of privileged information obtained in the course of work.
Understand and carry out verbal and written instructions.
Communicate effectively in both verbal and written form.
Establish and maintain cooperative and effective working relationships with others.
Work successfully with diverse groups of people.
Handle all matters in a tactful, courteous, and confidential manner so as to maintain and/or establish good public relations.
Maintain regular and consistent attendance.

EDUCATION AND EXPERIENCE:

Any combination of education, training and experience sufficient to meet the BCBA certification requirements, and 3 years of experience in special education instructional environments across a range of grade levels.

LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license.
- Current certification as a Board Certified Behavior Analyst (BCBA). Incumbents are required to maintain a valid status as a condition of continued employment.

WORKING CONDITIONS:**ENVIRONMENT:**

Office environment.

May work in classrooms or outdoor environments.

Constant interruptions.

Driving a vehicle to conduct work.

Flexible hours to meet the needs of students/families.

PHYSICAL DEMANDS:

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information in person and on the telephone.

Seeing to read a variety of materials.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to file materials