

BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)

PRIMARY FUNCTION:

Under the supervision of the Director of Special Education, or designee, the Board-Certified Behavior Analyst (BCBA) will provide behavior-analytic services, as part of the district's multi-tiered Positive Behavior Intervention and Supports system.

SUPERVISOR:

Director of Special Education

ESSENTIAL DUTIES AND RESPONSIBILITIES (may include but not limited to the following):

- Collaborate with staff to develop and implement curriculum materials and procedures for the purpose of supporting students' behavior plans.
- Collect student behavioral data for the purpose of documenting and monitoring behaviors.
- Consult with school psychologists and other support specialists, administrators, teachers, staff, paraprofessionals, and parents, for the purpose of evaluating student need as a basis for treatment planning.
- Provide behavioral training, consultation and coaching for teachers, paraprofessionals and parents designed to meet the needs of students for the purpose of ensuring intervention efficacy.
- Monitor data collection and implementation of behavior-analytic services provided by Registered Behavior Technicians (RBTs).
- Assist Individual Education Plan (IEP) team in the development of Behavior Intervention Plans (BIP) support plans and evidenced-based interventions for students.
- Assist IEP teams in conducting Functional Behavior Assessments (FBA) and assist in writing, legally compliant, and data-based reports.
- Comply with State and Federal Education Code and district board policies.
- Perform other duties as assigned.

DESIRED KNOWLEDGE AND ABILITIES:

- Preferred experience as a Board-Certified Behavior Analyst
- Knowledge of techniques and strategies of applied behavior analysis and positive behavior support relating to the assessment, design, and delivery of complex and severe behavior challenges in a school setting.
- Knowledge of principles and application of culturally responsive practice, individual and systems interventions necessary to mitigate both implicit and explicit bias, and to foster reflective practice and collaboration.
- Knowledge of design and delivery of high-quality school and district training in support of a system of multitiered behavior and emotional intervention.
- Knowledge of team collaboration and supporting staff in effect behavior systems and positive student outcomes.
- Knowledge of district policy, state and federal laws, and related codes of ethics.
- Knowledge of computer use and software, such as Word, Excel, PowerPoint, data bases, and data entry: use of Excel to create data, charts, and tables appropriate for use in reports.

ABILITY TO:

- Work effectively with a diverse racial, ethnic, linguistic, and socio-economic group and establish and maintain cooperative working relationships.
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
- Communicate and work effectively with staff, students, parents, community, and outside agencies in a manner that reflects positively on the department and district.
- Analyze data and prepare a variety of technical reports.
- Effectively utilize computer technologies, various software, and programs
- Plan and organize work to meet schedules and timelines.
- Travel/drive to multiple sites and locations.
- Cope with a high volume of work and perform multiple tasks.
- Handle confidential records and reports with discretion.

REQUIRED QUALIFICATIONS AND EXPERIENCE:

- Valid Board-Certified Behavioral Analyst (BCBA) certification
- Minimum three years' experience working with individuals with severe disabilities and challenging behaviors.
- Valid California Education Specialist, Pupil Personnel Services, or Speech Language Pathology credential.
- Must be able to become certified by the Crisis Prevention Institute (CPI) in non-violent crisis intervention.

LICENSES AND REQUIREMENTS

- Valid California Driver's License

PHYSICAL EFFORT AND WORK ENVIRONMENT:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position.
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgements and decision.
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop, reach overhead, and periodically lift and/or carry 25 pounds of materials, supplies, etc.
- Physical mobility sufficient to move about the work environment (office, district, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, and ramps, and to respond to emergency situations.
- Typically, indoor work environments.