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|  | <p><i>Board Certified Behavior Analyst (BCBA)</i></p> | <p style="text-align: center;">Certificated Position</p> <p>Initial Date: April 16, 2020</p> <p>Salary: MHFT salary schedule</p> <p>Reports to Director of Special Education</p> |
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DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

The Board Certified Behavior Analyst (BCBA) reports to the Director of Special Education. The BCBA works in cooperation with the Behavior Support and Intervention Teams at the sites and/or District; participates in the development of a coordinated positive behavior intervention program; consults with school principals and staff concerning appropriate learning strategies and positive behavior interventions in order to support students to access instruction and to make academic progress in the least restrictive environment.

REPRESENTATIVE DUTIES:

- Assumes responsibility for the development of a coordinated behavior management program for the Special Education & Student Services department
- Participates in the planning development and implementation of program, procedures and best practices related to instruction using the principles of Applied Behavior Analysis (ABA)
- Plans and provides or supports the development and implementation of programs, policies, and best practices relative to the management of students' behaviors, including students with Autism, emotional disturbance, other disabilities as well as students with 504 plans and/or in general education
- Plans and provides, or supports the provision of, positive behavior management interventions and programs, for students, classrooms and school sites
- Develops and provides training to, and coordinates the work of instructional assistants and other staff implementing behavior intervention programs
- Conducts Functional Behavior Assessments (FBA) or Functional Assessments (FA) as appropriate
- Collects and analyzes data as part of assessment, developing and monitoring behavior recommendations and Behavior Intervention Plans (BIPs)
- Consults with principals, psychologists, teachers and other specialists in developing, monitoring and evaluating behavior management strategies for general and special education students
- May work directly with students as a means of training instructional assistants, teachers, and other staff in the positive behavior supports for particular students
- Keeps abreast of current research and information in the areas of behavior management and provides inservice and training for teachers, specialists, instructional assistants and other staff in areas related to behavior management strategies, avoidance of aversive techniques, and managing assaultive behavior
- May attends IEP meetings for especially difficult cases, only when needed
- Communicates with staff members regarding strategies developed for referred students and may assist the assigned case manager with a communication strategy for the entire IEP team, including parents
- Performs other appropriate duties as assigned.

KNOWLEDGE AND ABILITIES:

- Knowledge of Federal and State laws that apply to the assessment of students referred due to disruptive or assaultive behaviors;
- Knowledge of IDEA and Behavior Analyst Certification Board (BACB) guidelines to address behavior and develop positive behavior support plans; and
- Knowledge of general education and special education classroom environments and standards of learning.
- Ability to conduct assessments that conform to the IDEA and Behavior Analyst Certification Board (BACB) to address behavior, including functional analysis assessments, and functional behavior assessments;
- Ability to conduct assessments to address skill acquisition and social skills;
- Ability to provide recommendations to the IEP team based on the findings of each assessment and specific to the identified disability of the student as it relates to the classroom performance and ability for the student to access the core curriculum;
- Ability to professionally collaborate and consult with administrators, teachers, instructional assistants, parents and other team members;
- Ability to develop and implement training;

WORKING CONDITIONS:

ENVIRONMENTAL CONDITIONS:

- Indoor office environment; school setting subject to frequent interruptions
- Temperature - normal climate

PHYSICAL DEMANDS:

- Dexterity of hands and fingers
- Lifting, carrying, pushing, pulling as assigned by position
- Seeing, hearing and speaking to exchange information
- Moderate to high stress level
- Daily contact with students, teachers, school and District staff
- Frequent contact with parents, community members and outside agency personnel

HAZARDS:

- Exposure to and contact with blood and other body fluids; exposure to communicable diseases
- All body fluids shall be handled as if infectious; universal precautions policy to be consistently implemented

EDUCATION, LICENSES, CERTIFICATES:

- Must have a Bachelor's and Master's degree from an accredited college or university with major coursework in a related field,
- Successful completion of all requirements for Board Certification including the passage of the State Certification Examination;
- Experience working in K-12 educational setting within specialized field of Applied Behavior Analysis with increasing levels of responsibility;
- Valid California driver's license.

EMPLOYMENT STANDARDS:

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position. Individuals must maintain a professional attitude and appearance.