

BOURNE PUBLIC SCHOOLS

Board Certified Behavior Analyst (BCBA) Job Description

Reports to: Director of Special Education and Student Services
Principal

Job Goal: To provide support, services, and interventions to individual students and district programs

Responsibilities:

1. Conduct Functional Behavior Analysis (FBA), behavioral evaluations, and Functional Behavior Assessments (when appropriate) .
2. Develop and oversee behavior intervention plans (BIP) for students.
3. Provide training and consult to all teachers, service providers, and when appropriate administrators to ensure that student behavior plans and other support interventions are manageable and able to be executed with fidelity in the school setting.
4. Set up data collection systems that are easy to implement so that once trained staff are able to take meaningful and valid data on student goals and objectives.
5. Graphically display student data and analyze it to be able to speak to student progress or lack thereof.
6. Regular family/caregiver contact to ensure that the family is aware of interventions that have been successful in the school setting and are able to have their own behavior concerns heard.
7. Communicate with outside providers providing behavioral therapy in the home or community.
8. Provide consultation and behavioral strategies as tier two and tier three intervention to all students requiring more consistent management of problem behaviors and all classrooms in need of developing behavioral supports within them.
9. Have a clear presence in the sub-separate district programs in order to provide guidance in behavior management, the use of discrete trials, and assess for safety and potential risk within the educational setting.
10. Consult on behavior and when appropriate other goals of students on the caseload.
11. Provide home services as required by students IEP
12. Provide support and guidance to teams during behavioral crises.
13. Provide training and support to teams regularly responding to behavioral crises (not during or immediately following each crisis).
14. Take part in debriefing following behavioral crises and use expertise to suggest any changes that may need to take place if any similar future crises are to occur.
15. Provide necessary staff training
16. Knowledge of the behavioral impact of disabilities, as well as the cognitive, educational, vocational and social challenges encountered by persons with disabilities

Essential Functions of the Job:

1. Flexibility with scheduling home services
2. Complete district approved de-escalation and safety trainer course
3. Ability to provide district staff de-escalation and safety training
4. Respond to aggressive acting out behavior using trained de-escalation techniques
5. Maintain a record of regular attendance, arrive and depart at specified contractual times and notify the appropriate personnel when absent
6. Physical agility and strength to perform job related tasks appropriate for the age and/or grade level
7. Frequently required to stand, walk, sit, use hands, reach with hands and arms, stoop, kneel, crouch, crawl, climb, and run
8. Be able to occasionally lift and/or move students/objects
9. Must be able to work in a noisy, stressful, high pressure environment and still be able to concentrate and keep students safe
10. Ability to respond to emergency situations
11. May be exposed to bodily fluids including saliva, urine, feces, vomit, blood, and/or other bodily fluids
12. Ensure confidentiality regarding all personal information and educational records concerning students and their families
13. Maintain professional boundaries with students and families
14. Participate, complete, and adhere to all district wide mandatory trainings, including but not limited to confidentiality, civil rights, conflict of interest, technology use, and security requirements
15. Communicate effectively
16. Perform other duties as assigned by the Director of Special Education and Student Services

Qualifications:

Masters Degree in ABA or a related field, from an ABA accredited program

Active Certification with the Behavior Analysis Certification Board (BACB) as a Board Certified Behavior Analyst (BCBA)

State Licensure in Allied Mental Health as a Licensed Behavior Analyst (LBA)

Evaluation:

To be evaluated in accordance with the collective bargaining agreement by the Director of Special Education and Student Services or the Assistant Director of Special Education and Student Services.

Terms of Employment: Varied based on student and district need; full time and part time opportunities available – school calendar year

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this category. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this category.

SC Approved 03/2025 JD101