

SANTA PAULA UNIFIED SCHOOL DISTRICT

CLASS TITLE: BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)

BASIC FUNCTION:

Under the direction of the Director of Special Education or designee, participates in the development and implementation of behavior intervention plans; provides training to staff regarding the use of behavioral intervention techniques; evaluates student progress through data collection techniques; and modifies behavioral plans and programs to achieve optimal behavioral outcomes that facilitate student learning.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Evaluate students referred from school sites and assess behavioral functioning utilizing information from evaluations, assessments, individual history, and direct clinical observations. Identify and recommend appropriate behavior intervention strategies.

Collaborate with teachers, administrators, and other District staff to develop effective behavior intervention plans and behavior contracts for individual students; ensure plans reward desired behaviors and completion of tasks with tangible reinforcement.

Conduct follow-up observations of student interactions and learning environments; assist classroom teachers in assessing the effectiveness of behavior support systems to promote student success; provide feedback to teachers and administrators.

Prepare and maintain detailed case records, notes, and reports related to assigned students and activities.

Provide training to staff on the use of non-violent crisis intervention and behavior intervention techniques; assist in the development of training materials and arrange equipment for trainings.

Participate in the Individualized Education Program (IEP) process; attend IEP meetings as requested; provide recommendations and develop IEP goals related to behavior issues.

Assist in the development of District policies regarding behavior intervention plans, physical restraint procedures, and related forms and reports.

Confer with parents and conduct parent education trainings related to behavioral and discipline issues.

OTHER DUTIES:

Serve on Student Study Teams or other intervention teams as requested by school site personnel and conduct behavioral assessments.

Attend a variety of meetings, workshops, and trainings to maintain current knowledge of developments in the field of behavioral intervention.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Non-violent crisis intervention techniques and principles.

Behavior intervention strategies and techniques.

Basic Applied Behavior Analysis (ABA) techniques and services, including 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.

ABILITY TO:

Apply ABA principles and techniques in developing strategies for classroom behavior management, social skills development, and data collection.

Collaborate with school staff, parents, and external professionals to create and monitor behavior support systems.

Communicate clearly and effectively, both orally and in writing.

Prepare clear and accurate reports, documentation, and behavior plans.

Speak and interpret English.

Exercise sound judgment when dealing with sensitive or confidential situations.

Establish and maintain cooperative relationships with students, staff, parents, and community members.

EDUCATION AND EXPERIENCE:

Bachelor's degree in Psychology, Behavior Analysis, Education, or a related Human Services field, supplemented by professional training in non-violent crisis prevention and behavioral techniques.

LICENSES AND OTHER REQUIREMENTS:

Board Certified Behavior Analyst (BCBA) certification is required.

Some incumbents in this class may be required to possess a valid California driver's license to make home visits.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor classroom or office setting; may work in outdoor settings as needed.

Driving to various district sites.

PHYSICAL DEMANDS:

Standing, walking, bending, or kneeling during behavioral observations and interventions.

Dexterity of hands and fingers to operate office equipment and implement interventions.

Hearing and speaking to exchange information and provide training.

Seeing to read materials and observe student behavior.