SOUTHINGTON Public Schools

JOB DESCRIPTION

TITLE: Board Certified Behavior Analyst (BCBA)

QUALIFICATIONS:

1. Valid Connecticut Special Education Teacher, School Psychologist, School Social Worker, Speech-Language Pathologist Certification
2. Board Certified Behavior Analyst (BCBA) Certification
3. Experience working with students with Autism Spectrum Disorders (ASD)
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO:
Preschool Special Education Coordinator and Director of Pupil Services

JOB GOAL:
To support district-wide special education staff and administrators as well as general education teachers and administrators in the provision of behavioral supports and services designed to assist students with Autism Spectrum Disorders (ASD) and/or behavioral disorders in the Least Restrictive Environment (LRE).

PERFORMANCE RESPONSIBILITIES:

1. Participates in Planning and Placement Team (PPT) meetings for students identified with ASD and other disabilities on an as needed basis in order to assist building teams and parents in the decision-making process regarding the educational planning and programming for these students.
2. Confers with general education classroom teachers, special education teachers, and related services providers regarding implementation of best practices for students with ASD.
3. Provides leadership to school teams regarding discrete-trial training and ABA programming.
4. Works with building based Scientifically Researched Based Interventions (SRBI) teams and Planning and Placement Teams to ensure that students with disabilities participate in general education to the maximum extent appropriate and are assisted with supplementary aids and services prior to placement in more restrictive settings.
5. Confers with parents and other professional staff members regarding the educational, social, and personal needs of students with ASD and other disabilities. Assists teachers and parents in the development of appropriate and measurable goals for students at school and at home. Maintains written records of communication with parents and other professional staff members in an appropriate manner.
6. Provides individualized parent training necessary for parents to understand their child's disability and to enable them to support their child effectively and make progress in their educational program.

January 31, 2013; revised 2-15-13; 8-27-13
Approved by Board of Education 3-14-13; 8-18-16

7. Works collaboratively with school teams to devise and trial innovative teaching methods, utilize effective strategies, techniques and learning materials, and incorporate assistive technology, as appropriate, in order to effectively extend learning opportunities for students with ASD and other disabilities in the least restrictive environment.
8. Upon request for assistance and approval from the Director of Pupil Services or designee, the Behavior Analyst provides consultation in the form of Functional Behavior Assessment and develops an appropriate Behavior Intervention Plan for students with ASD and other disabilities that present behavioral challenges.
9. Assists parents and school teams in the transition process for students as they move to less restrictive environments and as students transition from elementary school to middle school and from middle school to high school.
10. Maintains appropriate Individualized Education Program (IEP) and evaluation reports and prepares pertinent reports requested by the Preschool Special Education Administrator or Director of Pupil Services.
11. Responsible for collaborating with special education administration in the design of a training plan to address staff needs in the area of working with students with ASD and other challenging behavioral disabilities.
12. Provides orientation and training to therapists assigned to work with students requiring ABA and/or discrete-trial training. Oversees therapist implementation of ABA techniques and provides job embedded ongoing professional development to address continuing training needs.
13. Designs, develops and implements, with appropriate approvals, management and/or behavioral interventions that are clinically sound.
14. Participates in school and district-based teams to provide information about plans for individual students and district needs.
15. Maintains appropriate records, assists and provides guidance for teachers and other staff in the implementation of management or behavioral interventions.
16. Assists in the daily functions of the school, including dealing with crises among students. Maintains a safe environment for all students. Facilitates team-building skills.
17. Performs other duties as appropriate and required.

TERMS OF EMPLOYMENT:
This is a school year and extended school year position, in accordance with the agreement between the Southington Board of Education and the Southington Education Association.

EVALUATION:
To be evaluated annually by the Preschool Special Education Administrator and Director of Pupil Services.