

COOPERATIVE EDUCATIONAL SERVICES

Job Description

Position: Board Certified Behavior Analyst

Reports to: Director of Special Education

Summary of Position: To provide behavior analysis services and behavior support plans for special education students enrolled in educational programs; provide support and professional learning to school staff, para-educators, and parents/guardians in appropriate behavior intervention techniques; conducts assessments and develops plans that conform to IDEA, Connecticut law and regulations and other applicable statutes and regulations.

Role: The BCBA position is part of an interdisciplinary team that provides comprehensive special education services to students with complex needs. The ideal candidate will be able to develop student's behavior support plans, as well as collaborate with teachers and para-educators to implement such plans. Classroom staff will rely on their BCBA to assist them in overcoming challenges and answer questions about their day to day student interactions. The BCBA will provide consultation, training, and technical assistance to community providers, families, and other schools as needed. Solid communication skills, ability to work in a team environment, and openness to feedback are necessary. The BCBA should be organized, and self-sufficient to successfully perform in this role.

Responsibilities:

- Provide BCBA services for students as needed
- Maintain caseload of students, develop and manage a comprehensive Individual Behavior Plan for each child assessed, including on
- Assess students using a variety of functional and behavioral assessment tools, including but not limited to ABLLS, VB-MAPP, PEAK, Vineland and QABF, MAS, FAST and Functional Behavior Assessment as needed.
- Develop materials, training, resources for, and provide professional learning to administrators, educators, para-educators and parents/guardians in Applied Behavior Analysis (ABA), and and/or other evidence-based methodologies related to addressing the needs of students with behavior difficulties.
- Create and assist District staff with the development and implementation of functional behavioral assessments for individual students.
- Create and assist District staff with the development and implementation of behavior plans, ABA programs and other appropriate programs for students with Autism and/or other disabilities that present behavior/learning challenges.
- Manage and assist District Staff with potentially dangerous and/or disruptive behaviors utilizing approved crisis intervention strategies e.g., Physical/Psychological Management Training (PMT)
- Serve as a building level behavioral coach for crisis intervention procedures (PMT)
- Facilitate Natural Environment Training when appropriate, especially in community settings
- Create recommendations for comprehensive services, as needed.
- Collaborate with other treatment team members and members of the child's education environment regarding patients' progress through interdisciplinary team meetings, record review, and informal discussions as appropriate.
- Ensure that educational record documentation protocols are complied with.
- Provide consultation, training, and technical assistance to professionals, hospitals, organizations, schools or agencies outside of this organization as needed and/or requested.
- Travel from school to school as needed.

- Perform related duties as assigned.

Position Requirements:

- Must be currently certified as a BCBA with the Behavior Analytic Certification Board. Maintain CEU requirement and BCBA credential with Behavior Analytic Certification Board (BACB).
- Must be currently licensed as a Behavior Analyst by the State of Connecticut.
- Training and clinical experience in providing applied behavior analysis to children and families. Experience working with children with autism spectrum disorders preferred.
- Analytical skills necessary in order to synthesize a variety of clinical and social data to determine appropriate diagnosis, treatment plan and monitor effectiveness of treatment programs.
- Ability to demonstrate competence in behavior management skill, instructional skills, oral and written communication, organizational skills and interpersonal relations
- Ability to work with a variety of clients in regard to age, functionality, and with minimal direction
- Two years of postgraduate clinical experience preferred but not mandatory.

Abilities and Knowledge:

- To establish rapport and work constructively with staff, students, parents, and community members.
- To creatively solve problems and work through the conflict resolution process.
- To communicate effectively, in oral and written form.
- To maintain knowledgeable of best practices and laws governing behavioral supports for students with disabilities.

These statements are intended to describe the general nature and level of work being performed. Specific duties and responsibilities may vary, depending on the assignment. C.E.S. reserves the right to add/ change duties at any time.