

BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)

Purpose Statement

The job of Board Certified Behavior Analyst (BCBA) was established for the purpose/s of providing support to the instructional program with specific responsibilities for effecting positive behavioral change in students; providing referrals to families and/or students; and complying with mandated policies, regulations and/or procedures. Demonstrates support for the Mission, Beliefs and Goals of District #202. Upholds the established Board of Education policies, regulations and administrative procedures.

This job reports to Assistant Director of Student Services .

Essential Functions

- Acts as liaison with the public and mental health community for the purpose of supporting individual student development goals.
- Administers programs and services for students with multiple needs and autism for the purpose of ensuring program eligibility and compliance with established guidelines.
- Assists in developing procedures and training materials for district staff involved with multiple needs and autism students for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Assists in developing procedures and training materials for district staff involved with multiple needs and autism students for the purpose of enhancing programs for students and ensuring that program operations are in compliance with regulatory requirements.
- Attends IEP meetings for the purpose of reporting student progress and developing behavior intervention plans.
- Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with multiple needs and autism students.
- Coordinates handling of child abuse and neglect cases through contact with school staff and outside agency personnel for the purpose of complying with mandated requirements.
- Develops data collection strategies that are easily implemented across all environments for the purpose of monitoring effectiveness of interventions.
- Ensures behavioral strategies are implemented consistently and accurately across all school environments and teaching staff for the purpose of impacting positive behavioral changes for students.
- Fosters and maintains a positive and effective working relationship with teachers, administrators, support staff, District staff, students, parents and the community for the purpose of adhering to the policies, regulations and administrative procedures.
- Maintains professional confidentiality in all areas of responsibility for the purpose of adhering to the policies, regulations and administrative procedures.
- Participates in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: analyzing; effective listening; facilitating meetings; guiding others; instructional techniques; interpersonal aptitude; managing projects/programs; monitoring activities; planning; problem solving; recordkeeping; working with students who exhibit mild to severe behavioral disorders; developmental/cognitive disabilities and autism; and working with students who have complex family situations and complicated diagnosis.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age appropriate activities/behaviors; codes/ laws/rules/regulations/policies; curriculum and instructional methods; english grammar/punctuation/ spelling/vocabulary; office equipment/software; treatment modalities and assessment; FBA/BIP development; IEP goal and behavioral program development; implementation of ABA/VB methodology within a school model; and monitoring and supervision of behavioral program implementation.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; confidentiality; decision making; detail oriented; leadership and direction; meeting schedules/deadlines; multi-tasking; organizing; prioritization; reliability; taking initiative; teamwork; and willingness to work directly with students who display aggressive and self-injurious behaviors that are often complex and intense in nature.

Responsibility

Responsibilities include: working under direct supervision using standardized routines; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to effect the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; significant stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

Experience Job related experience with increasing levels of responsibility is desired.

Education Masters degree in job related area.

Equivalency None Specified

Required Testing

Pre-employment Physical Exam
Pre-employment TB Test

Continuing Educ. / Training

None Specified

Certificates & Licenses

Master's Degree in Special Education
Board Certified Behavior Analyst (BCBA) Certification

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade