

BOARD CERTIFIED BEHAVIOR ANALYST

TITLE: Board Certified Behavior Analyst (BCBA)

REPORTS TO: Director of Special Education or Designee

SUPERVISES: N/A

JOB FUNCTION: Primary role is to plan, develop, and monitor a variety of behavioral support service delivery options to meet the needs of children. Position will assist with facilitating functional behavioral assessments (FBAs) and developing behavior intervention plans (BIPs). This position also participates in the development through Admission and Release Committee (ARC) meetings, individualized education plans (IEP) and consults with and/or trains staff, administrators, parents and others on a weekly basis. The BCBA provides continuous progress monitoring (data analysis) related to behavior intervention plans and other evidence based practices for students with disabilities.

MEASURES OF SUCCESS:

- Increase in student behavioral outcomes as evidenced by data collection.
- Increase students' abilities to succeed in school by working in collaboration with other district special education staff, school administrators and building level staff as evidenced by ARC meeting documentation, data review and staff logs.
- Increase in successful grade level transitions of students as evidenced by student outcomes and data from BIPs.

DUTIES AND RESPONSIBILITIES:

- Provide professional development to teachers and paraprofessionals, administrators, parents and other stakeholders, including topics such as FBA/BIP, evidence based practices related to autism, Individualized Education planning and a variety of other related topics.
- Work collaboratively with other district and building staff within special education programs as well as outside support agencies for programming needs, placement and progress monitoring.
- Responsible for monitoring and supporting the most extreme behaviors through direct support in a classroom/school setting.
- Creates plans for students transitioning to and from the school environment.
- Writes crisis and behavior plans as needed. Plans will be modeled and shared with school staff, outside agencies, and parents.

- Assess student abilities using various assessment tools to analyze areas for growth. The assessments will allow for plan development that is individualized to assist students.
- Data collection is critical to development of student plans and student growth. This position will collect and analyze data to determine areas of concern, plan development and revisions to an existing plan. Data will also be provided to outside agencies to assist families when requested.
- Willingness to support core teams and be trained in board approved restraint/seclusion procedures and processes.
- Refers students to the proper authorities for child abuse or neglect when suspicion exists.
- Selects and attends professional development as required by the State and District.
- Maintains all professional certifications and licensure requirements.
- Willingness to provide clinical supervision to peers (i.e. Licensed Assistant Behavior Analyst).
- Fulfill requirements necessary for billing Medicaid, as appropriate.
- Skills and knowledge in dealing with multicultural populations.
- Demonstrates the ability to communicate in more than one language or the willingness to learn to communicate in more than one language at the novice level of proficiency.
- Maintains regular attendance.
- Performs other duties as assigned.

PHYSICAL DEMANDS:

- Work is performed while standing, sitting and/or walking.
- Requires the ability to communicate effectively using speech, vision and hearing.
- Requires the use of hands for simple grasping and fine manipulations.
- Requires bending, squatting, crawling, climbing, reaching.
- Requires the ability to lift, carry, push or pull light weights.
- Requires the ability to support school core team through approved restraint/seclusion implementation, when appropriate.

EDUCATION AND EXPERIENCE:

- Master's Degree
- Board Certified Behavior Analyst with Current Licensure by Kentucky Applied Behavior Analyst Licensing Board
- Experience working with students in a school setting is preferred

Original Date: 10/2018

Revision Date: