

BERKS COUNTY INTERMEDIATE UNIT

POSITION TITLE: Board Certified Behavior Analyst– Early Childhood and Student Services

QUALIFICATIONS:

- A. Certified as a Board Certified Behavior Analyst.
- B. Master's Degree required; Pennsylvania Certification in Special Education preferred.
- C. Successful completion of a BCBA Supervisory Certification program preferred.
- D. Ability to work with a variety of clients and families in regard to age and functionality.
- E. Strong interpersonal, leadership, and communication skills.
- F. Experience in Verbal Behavior Analysis, Functional Behavior Assessment, and Applied Behavior Analysis.
- G. Working knowledge of Pennsylvania standards and regulations and federal legislation as it relates to behavior intervention and restraint.
- H. Valid Pennsylvania driver's license.
- I. The holder of this position could be required as part of his or her duties to engage in activities that can be charged to a Medical Assistance (MA) or other state or federal healthcare program. Clearance as a provider by both the Commonwealth of Pennsylvania and the federal government is therefore an essential qualification for this position.

REPORTS TO:

Program Administrator – Special Education

POSITION GOALS:

1. Provide support to individuals, families, and school personnel by coordinating and providing services in Applied Behavior Analysis (ABA), functional analysis and assessment, behavior intervention planning and implementation, and adaptive life skills.
2. Ensure implementation of the delivery of special education services through the management of a student caseload by providing direct services and consultative support to eligible students and service providers.

PERFORMANCE RESPONSIBILITIES:

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. Conduct functional behavioral assessments and analyses of student behavior to assist in determining need for services and recommendations for behavior support and/or intervention plans.
- B. Develop appropriate behavior plans for students that focus on teaching and other antecedent strategies for reducing problematic behaviors.
- C. Assist in the development and implementation of assessment or data collection tools to support teachers and instructional staff in assessing and analyzing student behavior.
- D. Assist in the development, facilitation, and follow-up training for using the methodology of Applied Behavior Analysis for both instructional and behavioral strategies.

- E. Facilitate and assist in the development and identification of resources and support information for clients and their families.
- F. Provide model teaching and other direct instructional supports including, but not limited to practicum supervision/teaching, in-service workshops, and guided practice/support to support instructional staff and professionals.
- G. Provide ongoing support and training to direct support professionals, teachers, and other individuals in support roles for families. Ongoing training and supervision of paraprofessional staff in implementation of ABA principles, methodology, and evidence-based interventions.
- H. Participate in the development, planning, and ongoing training for the BCIU Registered Behavior Technician (RBT) Training Program.
- I. Provide consultation services and maintain ongoing communication with school district personnel, teaching professionals, parents, and community agencies.
- J. Provide ongoing support, training, and consultation to parents/families as outlined in a student's Individualized Education Program (IEP)/Behavior Intervention Plan.
- K. Pursue professional growth and development and maintain BCBA certification standards.
- L. Maintain all data, paperwork, and communication to ensure compliance with student's IEPs and legal agreements.
- M. Serve as an RBT Supervisor for paraprofessionals obtaining their RBT certification and/or those certified RBTs in the capacity of training and support, monthly supervision, and certification renewal.
- N. Serve as an instructional/behavioral coach for classroom or service delivery teams (regular and special education teams) to support the implementation of applied behavior analysis programs (e.g. verbal behavior project, competent learner model).
- O. Participate in multidisciplinary team (MDT) and IEP meetings for students as appropriate.
- P. Participate as a member of the educational team to design individual educational programs/service plans, provide direct instruction in the area of expertise, evaluate student progress, and conduct on-going review of educational programs.
- Q. Implement the IEPs for all eligible children assigned to the caseload by providing appropriate supports and services, instruction in IEP content, monitoring of progress, and making instructional adjustments as appropriate.
- R. Perform other job-related duties as required or assigned.

TERM OF EMPLOYMENT:

As per BCIUEA Collective Bargaining Agreement.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

The position holder must be able to perform the essential job function with or without reasonable accommodation. It is the responsibility of the employee to inform the BCIU Director of Human Resources of any and all reasonable accommodations that will be required.

BCIU is an equal opportunity employment, educational, and service organization.

Print Name	
Employee Signature	Date:

Revised: February 14, 2024

CC: Employee File