

CHAMPAIGN COMMUNITY UNIT SCHOOL DISTRICT NO. 4
Champaign, Illinois

Title: Board Certified Behavior Analyst (BCBA)

Qualifications:

1. Current Board Certified Behavior Analyst (BCBA) Certificate
2. Holds valid Illinois educator licensure (preferred)
3. Minimum of five (5) years successful school experience, ideally working with students with behavioral challenges (preferred)
4. Is well versed in effective, research-based instructional strategies
5. Can effectively model, observe, and conference with colleagues
6. Has successful experience working with diverse student populations and with using a variety of resources to meet student needs
7. Expert knowledge in the application of function-based intervention planning for developing behavior change strategies
8. Expert knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function-based interventions, and Behavior Intervention Plans (BIP)
9. Exceptional knowledge in the use of assessment and assessment data to inform instruction for individual students

Reports To: Director of Special Education or designee(s)

Supervises: N/A

Objective: To work as a colleague with faculty and staff to build capacity in the effective implementation of evidence-based instructional practices while supporting District curriculum and initiatives; to support teams in establishing socially significant behavior change and achieve positive intervention outcomes by providing consultation using evidence-based practices from the field of Applied Behavior Analysis (ABA).

Performance Responsibilities:

1. INSTRUCTION & ASSESSMENT

- A. Designs data collection and monitoring systems.
- B. Participates in the eligibility determination process for Special Education services as directed by the Special Education Director.
- C. Monitors student/program progress and provides ongoing analysis of behavior data and reports individual student and program data trends to teams regularly.
- D. Provides coaching to special education and general education staff.
- E. Directly instructs whole classes or groups of students to model and demonstrate effective teaching practices while the primary teacher observes the lesson.
- F. Gives ongoing modeling, feedback, and coaching to program staff related to both student behavior reduction and skill acquisition.
- G. Supports teams with development of materials for behavior support and skill training.
- H. Supports teams in creating classroom environmental structures and teaching strategies that incorporate behavior principles (e.g. antecedent strategies, instructional control, behavior momentum, pacing).
- I. Builds staff capacity in data collection and analysis from functional behavior assessments (FBA) and makes this data accessible to stakeholders.
- J. Takes a leadership role in consulting, collaboration and supporting school teams for assessments of behavior and implementation of behavioral and academic supports.

2. COLLABORATION & LEADERSHIP

- A. Attends IEP meetings as directed by the Special Education Director to provide feedback related to assessment results and IEP goal progress.
- B. Collaborates with interdisciplinary and leadership teams across the District to ensure consistent quality programming.
- C. Participates in District leadership meetings including: FBA/BIP Committee meetings, Behavioral MTSS meetings as appropriate, Restraint & Time Out Oversight Team, and other activities related to meeting the BCBA and Special Education Department goals.
- D. Consults with general education and special education teachers and services providers related to individual student needs, including behavior intervention plans, and writing IEP goals.
- E. Facilitates trainings for paraprofessionals.
- F. Develops and provides training related to principles of Applied Behavior Analysis to teams.
- G. Trains teams on implementation of interventions identified by behavior intervention plans.
- H. Trains staff in using strategies to improve fidelity and reliability of data collection.
- I. Trains staff in skill generalizations procedures to increase inclusion of students in general education environments.
- J. Provides other District and building specific training related to behavior, as needed.
- K. Works collaboratively with colleagues, families and community service providers (BCBAs, SLPs, advocates, private tutors, etc.) to ensure successful outcomes across different settings between school and home setting.
- L. Collaborates with Special Education administrators to analyze trends and patterns in District-wide data and develops/implements a multi-year plan to improve District outcomes.

3. STAFF AND PROFESSIONAL RESPONSIBILITIES

- A. Offers feedback and actively engages in work with colleagues, especially novice teachers, around instructional practices and student growth.
- B. Maintains the confidence and privacy of individual teachers.
- C. Maintains an up-to-date coaching log and shares with coordinators and administrators.
- D. Gathers data to report successes and challenges of the program to all stakeholders.

Terms of Employment: Wages, hours, and terms and conditions of employment as stipulated in the collective bargaining agreement with the Champaign Federation of Teachers (CFT); staff members with a Professional Educator License (PEL) will be enrolled in the Teacher's Retirement System (TRS); staff members without a PEL will be enrolled in the Illinois Municipal Retirement Fund (IMRF)

Evaluation: Performance will be evaluated in accordance with the District's plan for evaluation of Instructional Specialists

Status: Created (with CFT input and consent) April 28, 2022
Last revised (with TRS/IMRF option) July 16, 2024