

Fargo Public School District Position Description

Position Title: Board Certified Behavior Analyst (BCBA)
Department: Teaching and Learning
Reports To: Director, Student Support Services/SPED
Date: July 2017

SUMMARY:

The Board Certified Behavior Analyst (BCBA) provides behavior analysis services and behavior management plans for both students who receive special education and students who are receiving supports through the Multi-tiered System of Supports (Tiers 2 and 3). The BCBA will be the supervisor for the school district's Positive Behavior Interventionist and Technician program throughout the elementary schools. The BCBA will also be responsible for providing professional development opportunities for certified and non-certified Fargo Public Schools staff, participate in district level committees.

ESSENTIAL DUTIES AND RESPONSIBILITIES. *Other duties may be assigned.*

- Conduct Functional Behavior Assessments for students who have behavior concerns and are receiving supports through MTSS tier 2 or 3, or special education services.
- Create and adjust plans for students who require specific behavior interventions.
- Participate in building level MTSS or IEP student meeting.
- Plan and oversee the work and professional development of district's Positive Behavior Interventionists and Technicians.
- Collaborate with building and district leadership to develop and modify BCBA programming as needed.
- Direct work with students who present complex and challenging behaviors (case by case basis).
- Provide professional development for certified and non-certified staff in service delivery, data collection, and general information regarding behavior analysis.
- Participate in required and other job related professional development activities to improve or maintain certification/skills.

SUPERVISORY RESPONSIBILITIES:

Supervise Positive Behavior Interventionists and Technicians.

QUALIFICATION REQUIREMENTS: *to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION and/or EXPERIENCE:

- acceptable graduate degree from an accredited university, completion of acceptable graduate coursework in behavior analysis, and a defined period of supervised practical experience to apply for the BCBA exam.

OR

- acceptable graduate degree, a full-time faculty position in behavior analysis that includes research and teaching, and supervised practical experience to apply for the BCBA exam.

OR

- acceptable doctoral degree that was conferred at least 10 years ago and at least 10 years' post-doctoral practical experience to apply for the BCBA exam.

Minimum 3 years' experience as BCBA

Preferred experience in K-12 educational setting

CERTIFICATES, LICENSES, REGISTRATIONS:

Must hold current BCBA credentials through the Behavior Analyst Certification Board

LANGUAGE SKILLS:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference, and to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to collect and analyze student data.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee will regularly sit, walk and stand.

Specific vision abilities required by this job include close vision.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually quiet. The employee is directly responsible for the safety, well-being of students.

EVALUATION: *Job performance is evaluated in accordance to district guidelines by the district supervisor. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*