

**KENT SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	BCBA Behavior Supports	<b>REPORTS:</b>	Assistant Director, Inclusive Education
<b>WORK YEAR:</b>	187 days	<b>COMMUNITY:</b>	Teaching & Learning
<b>FLSA:</b>	Exempt	<b>CLASSIFICATION:</b>	KEA
<b>SALARY:</b>	KEA Salary Schedule	<b>ISSUED:</b>	May 23, 2019

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**BASIC FUNCTION:**

Full time school district-based Board Certified Behavior Analyst to service students with Autism Spectrum Disorder, Emotional/Behavioral Disorders and Health Impairment with more challenging behavioral and learning needs, who receive Special Education Services and to support paraprofessionals, teachers and administrators in buildings.

The purpose is to facilitate behavior management across a wide variety of needs and provide districtwide support and professional learning regarding behavior intervention techniques. The position provides behavior analytic services as well as the oversight of Registered Behavior Technicians/Certified Behavior Technicians and the implementation of behavior analytic interventions.

This position will serve the purpose of increasing teacher capacity around instruction of students with special needs. This specialist will also provide guidance and direction in the development of data collection systems, analysis and use of data-based decision making for both academic and behavioral goals.

**REPRESENTATIVE DUTIES:**

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

**E = ESSENTIAL FUNCTIONS**

Provide leadership, technical assistance and program compliance support for district staff to meet the learning needs of students with autism, behavioral, and/or other significant academic and/or social disabilities in the least restrictive educational setting.

Plan and oversee the development and implementation of programs and best practices related to instruction using the principles of ABA for students with autism and other disabilities.

Assist District staff with development and implementation of behavior intervention plans, ABA programs and other appropriate programs for students with autism and/or other disabilities that present behavior or learning challenges.

Develop materials and provide resources and deliver professional learning to administrators, certificated teachers, paraeducators, and parents/guardians in principles and methodologies of Applied Behavior Analysis (ABA) and other evidence-based methodologies related to serving the needs of students with behavior difficulties.

Assist in collecting and analyzing student and building level data and utilize the data for instructional decision-making.

Ensure behavioral strategies are implemented consistently and accurately across all settings.

Facilitate and conduct functional behavior assessments, develop/revise positive behavior intervention plans using reinforcement and reinforcement schedules, data collection and progress monitoring.

Consult, support and model effective academic, behavioral, adaptive and social instructional practices to struggling learners receiving special education instruction.

Develop curriculum and provide technical assistance on special education program standards and requirements.

Assist in the development of accommodations for greater access to core instructions and inclusive learning opportunities, including the development of instructional materials, modeling of research-based, specialized techniques for academic and social success and the use of individualized materials for students.

Collaborate with Individualized Education Program (IEP) teams to ensure special education services are aligned with legally required procedures to provide students a free and appropriate education and to increase student achievement and independence.

Plan, coordinate, and provide professional development training and technical assistance for certificated and classified staff and parents in a variety of special education topics, research-based methodologies for systematic, differentiated instruction (curriculum, assessment, instructional data collection, analysis, and decision-making), behavioral interventions and teaming.

Assist the Inclusive Education department in all activities to support students and building teams who work with students with disabilities.

Review and monitor activities to ensure compliant and timely IEPs.

Plan, coordinate and provide professional development and technical assistance for certificated and classified staff using research-based methodologies, effective instruction, progress monitoring, specialized techniques, communication strategies and effective teaming.

Collaborate with central office, building administrators, IEP teams and/or individuals to implement comprehensive assessment and powerful individualized instructional programs which ensure that students with autism, behavioral and/or other significant disabilities meet IEP goals and state standards.

Participate in effective instructional support, staff (certificated and classified) training, curriculum development and technical assistance on Inclusive Education programs.

Complete needed paperwork and job-related functions in a timely manner.

Routinely attend district and school-based meetings, training and professional development.

**OTHER JOB DUTIES AND RESPONSIBILITIES:**

- Serve as member of the Inclusive Education team of the district; performs related duties consistent with the scope and intent of the position as assigned.
- Coordinate special programs as needed and work collaboratively with the instructional and student services departments to ensure a comprehensive and coherent continuum of services for students and monitor programs with fidelity.
- Serve as a program spokesperson to staff, parents, and community members; serve as liaison among parents, teachers, stakeholders, students, and district administration as needed.
- Serve on a variety of committees and work on special projects.
- Perform other related duties as assigned.

**REQUIRED QUALIFICATIONS:**

Education and Experience

- Completion of an accredited certificated program as outlined by the Behavior Analyst Certification Board
- Successful school consultation and support experience is preferred.

Licensing and Certification

- Board Certified Behavior Analyst
- Licensed Behavior Analyst

**PREFERRED QUALIFICATIONS:**

- Master's degree
- Proven successful experience teaching in urban public education.
- Proven successful experience in an ethnically diverse public-school district.
- Completion of courses in curriculum and instruction, curricular design, and professional development design and delivery.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance. Must have valid driver's license and automobile available for use. Must be willing to attend evening and weekend meetings.

(Allowable Substitutions: Any combination of experience and training which provide the incumbent/applicant with the knowledge, skills, and ability required to perform the work, as determined by the district.)

**REQUIRED KNOWLEDGE AND ABILITIES:**

Must demonstrate a successful level of the knowledge, skills, and abilities listed below:

- Strong knowledge of current theories, techniques and methodologies related to instruction of students with special needs
- Strong knowledge and skills in methods of Applied Behavior Analysis (ABA).
- Knowledge of effective researched-based strategies and instructional programs for students with autism, behavioral and/or other significant disabilities.
- Demonstrated knowledge of federal and state laws governing Special Education, Common Core State Standards and assessments, individualized data analysis and progress monitoring related to IEP goals, and significant experience with the special education eligibility and IEP process.
- Demonstrated ability to develop accommodations and modifications for student success in a variety of learning environments to help students achieve mastery of state standards.
- Demonstrated ability to support students on the autism spectrum and/or with significant learning, social and/or behavioral needs across all district programs.
- Demonstrated ability to plan and present professional development for teachers and other staff.
- Demonstrated ability to successfully implement and support intervention models and adult education.
- Proven ability to collaborate with, mentor, and/or coach others who use varied learning/teaching styles.
- Ability to be flexible, develop favorable relationships, and work collaboratively with co-workers, administrators, parents, students and the community.
- Excellent written and verbal communication skills.
- Strong organizational skills and demonstrated ability to manage ideas, time and materials to accomplish goals and monitor multiple projects at a time.

## **WORKING CONDITIONS:**

### **Environment:**

The daily activities are performed in an office or school setting with visits to schools and classrooms. The work may require moving, lifting, and storing of materials and equipment. Frequent interruptions occur; visual and mental concentration on details and precision is required. Frequent early morning and late afternoon/evening meetings occur.

The incumbent in this position collaborates with and supports central office administrators, principals and staff in the oversight of Special Education program compliance, program development and the selection of appropriate supplies, materials, equipment, hardware, and software to support the program. Working with administrators, principals, department chairpersons, and staff is also required in the implementation of curriculum programs and instructional strategies. This BCBA may also interact with parents, stakeholders, staff, and students through service on various committees to receive recommendations for the development and revision of related programs.

### **Physical demands:**

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records.
- Reaching overhead, above the shoulders and horizontally.
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.
- Hearing and speaking to exchange information in person and on the telephone.
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel.
- Sitting for extended periods.
- Standing for extended periods.

- Walking over rough or uneven surfaces.
- Climbing, occasional use of stepladders.
- Physical activity may be required, which could include moderate lifting.

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.

**EVALUATION:**

Evaluation responsibilities are assigned to the Inclusive Education Director and/or Assistant Director or Coordinator.

**Hazards:**

- Extended viewing of computer monitor and working around and with office equipment having moving parts.

In compliance with the Americans with Disabilities Act, the Kent School District will provide reasonable accommodations to qualified individuals with disabilities, and encourages both prospective and current employees to discuss potential accommodations with the Community of Human Resources.