

## **Position Description**

### **Board Certified Behavior Analyst (BCBA)**

#### **QUALIFICATIONS:**

##### **A. Education**

- Master's degree in related field
- Board Certified Behavior Analyst Certification
- Experience working in a public school setting preferred

#### **REPORTS TO:**

- School Principal
- Director of Special Services

#### **SUPERVISES:**

- Not Applicable

#### **JOB GOAL:**

The BCBA conducts descriptive and systematic behavioral assessments, including functional analyses, and provides behavior analytic interpretations of the results. The BCBA designs and supervises behavior analytic interventions. The BCBA is able to effectively develop and implement appropriate assessment and intervention methods for use in unfamiliar situations and for a range of cases. The BCBA teaches others to carry out ethical and effective behavior analytic interventions based on published research and designs and delivers instruction in behavior analysis.

#### **PERFORMANCE RESPONSIBILITIES:**

##### **A. Essential Functions**

*Consultant to All Intensive Needs Special Educators*

- Collaborates with teaching staff on development of appropriate data systems for target behaviors to increase (teaching targets), behavior management programs/data collection systems
- Collaborates with staff on creation of schedules
- Collaborates with staff on regular assessment of students
- Collaborates with staff on selection of developmentally appropriate target goals

- Consults with staff relative to environmental and classroom management strategies to facilitate instruction

B. Provides *training* to special educators and paraprofessionals

- To include modeling of how to implement ABA based strategies related to behavior programs, direct teaching (discrete trials, naturalistic or incidental teaching activities, functional communication training, etc.)
- ABA terminology, theory and practice, discrete trials, verbal behavior
- Reinforcement techniques, extinction, correction, prompting, etc.
- Initial training to new staff
- Functional Communication training inclusive of PECS
- Implementation of specific behavior intervention plans including environmental accommodations needed
- Behavior management data systems, data summation

C. Conduct Functional Analysis of Behavior as deemed appropriate/necessary to develop individualized Behavior Intervention Plans.

D. Participate in RRT meetings and IEP meetings with parents as deemed appropriate by the Special Education Facilitator.

E. Analyst may have a caseload of up to 15 ongoing or regularly supported clients (students) at any one time. This includes direct assessment or service delivery that is ongoing including program writing and data summary. Isolated consultation and teacher/staff training is not included in this number.

F. Assesses behavior; identifies specific procedures for increasing and decreasing behaviors, including various instructional procedures and schedules or reinforcement, and designs performance monitoring for overall program and procedural integrity.

G. Selects appropriate assessment tools, administers assessments, and interprets data to make decisions for intervention strategies.

H. Provides descriptive and functional analysis based on data collection for the purpose of adjusting instructional procedures and practices.

I. Assesses behavior; identifies specific procedures for increasing and decreasing behaviors, including various instructional procedures and schedules or reinforcement, and designs performance monitoring for overall program and procedural integrity.

J. Selects appropriate assessment tools, administers assessments, and interprets data to make decisions for intervention strategies.

K. Provides descriptive and functional analysis based on data collection for the purpose of adjusting instructional procedures and practices.

L. Other duties as assigned by building principal.

**TERMS OF EMPLOYMENT:**

Days contracted as per the Master Agreement

**EVALUATION:**

In accordance with district procedures.

## **PHYSICAL ACTIVITY REQUIREMENTS**

### **Primary Physical Requirements:**

|                                  |                       |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.:           | Occasionally required |
| 2. Lift 11 to 25 lbs.:           | Occasionally required |
| 3. Lift 25 to 50 lbs.:           | Rarely required       |
| 4. Lift over 50 lbs.:            | Not required          |
| 5. Carry up to 10 lbs:           | Occasionally required |
| 6. Carry 11 to 25 lbs:           | Occasionally required |
| 7. Carry 26 to 50 lbs:           | Not required          |
| 8. Carry over 50 lbs:            | Not required          |
| 9. Reach above shoulder height:  | Occasionally required |
| 10. Reach at shoulder height:    | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull:                   | Not required          |

### **Hand Manipulation:**

|                            |   |
|----------------------------|---|
| 1. Grasping:               | Occasionally required                     |
| 2. Handling:               | Occasionally required                     |
| 3. Torquing:               | Not required                              |
| 4. Fingering               | Occasionally required                     |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX machine |

### **Other Physical Consideration:**

|               |                       |
|---------------|-----------------------|
| 1. Twisting:  | Rarely required       |
| 2. Bending:   | Occasionally required |
| 3. Crawling:  | Rarely required       |
| 4. Squatting: | Rarely required       |
| 5. Kneeling:  | Rarely required       |
| 6. Crouching: | Occasionally required |
| 7. Climbing:  | Rarely required       |
| 8. Balancing: | Rarely required       |

### **Work Surface (s):**

Standard office/school desk/tables and chair. Varies from carpeting, linoleum to tile.

### **During the Work Day, Employee is Required to:**

|       | <u>Consecutive Hours</u> | <u>Total Hours</u>     |
|-------|--------------------------|------------------------|
| Sit   | <u>1</u> 2 3 4 5 6 7 8   | 1 2 <u>3</u> 4 5 6 7 8 |
| Stand | 1 2 3 <u>4</u> 5 6 7 8   | 1 <u>2</u> 3 4 5 6 7 8 |
| Walk  | <u>1</u> 2 3 4 5 6 7 8   | 1 2 <u>3</u> 4 5 6 7 8 |

**Cognitive and Sensory Requirement(s):**

- |                          |  |
|--------------------------|--|
| 1. Talking:              | Necessary for communicating with others.           |
| 2. Hearing:              | Necessary for receiving instructions and queries.  |
| 3. Sight:                | Necessary for doing job effectively and correctly. |
| 4. Tasting and Smelling: | Not required.                                      |

**Specific Vocational Preparation Requirements:**

- |   |              |
|---|--------------|
| 1. Short demonstration only                                   | _____        |
| 2. Any beyond short demonstration up to and including 30 days | _____        |
| 3. 30-90 days   | _____        |
| 4. 91-180 days  | _____        |
| 5. 181 days to 1 year   | _____        |
| 6. 1 to 2 years   | _____        |
| 7. 2 to 4 years   | <u>  X  </u> |
| 8. 4 to 10 years  | _____        |
| 9. Over 10 years  | _____        |

**Summary of Occupational Exposures:**

May be exposed to cleaning fluids and copier toner.

Other: Employee is typically able to sit and stand as needed.