

# CENTRAL SCHOOL DISTRICT

**Job Title:** Board Certified Behavior Analyst (BCBA)

**Occupational Group:** Management  
& Confidential

**Reports to:** Director of Special Education and  
Pupil Personnel Services

**Work Year:** 211 days

**Board Approval:** February 9, 2023

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## **DEFINITION**

Under the direction of the Director of Special Education and Pupil Personnel Services, provide consultation, support, and advisory services to District personnel regarding the planning, designing and monitoring if the implementation of positive behavior interventions and supports for students with behavior needs that are receiving special education and related services through an Individualized Education Program (IEP). Provide training and support in appropriate behavior intervention and management techniques, Applied behavior Analysis (ABA), data collection and analysis, and support strategies.

## **QUALIFICATIONS**

### **Education/Experience**

Any combination equivalent to a Master's from an accredited college or university in special education, behavior analysis, and /or psychology and at least two (2) years of successful experience providing full time public school certificated service in special education or working with individuals with disabilities within the specialized field of Applied Behavior Analysis (ABA) with increasing levels of responsibility.

### **Licenses and other requirements:**

- Valid California Education Specialist, Pupil Personnel Services or Speech Language Pathology credential.
- Valid Board Certified Behavior Analyst (BCBA) certification.
- Must be able to become certified by the Crisis Prevention Institute (CPI) in non-violent crisis intervention.
- Department of Justice Clearance.
- Current TB test with screening every 4 years to remain up to date.

## **KNOWLEDGE AND ABILITIES:**

### **Knowledge of:**

The individuals with Disabilities Education Act (IDEA), California special education regulations, Section 504 of the Rehabilitation Act of 1973, and District special education policies and procedures; characteristics of various special education eligibilities, and possible social, emotional or behavioral manifestations if specific disabilities; Principles of behavioral management and Applied Behavior Analysis (ABA); State and federal regulations for behavior interventions for students receiving special education services; Non-violent crisis intervention techniques, including verbal de-escalation and physical interventions; Individualized Education Program (IEP) process; Data collection and record-keeping techniques; general and social education settings; social, cultural and linguistic diversity of district, city and community.

### **Ability to:**

Maintain confidentiality; provide consultation and direct services to school district staff and families; effectively interpret and analyze data and/or assessments in a variety of settings and methods; monitor and evaluate

**Board Certified Behavior Analyst (BCBA)**

Ability to continued:

student progress; work collaboratively and cooperatively with others; communicate effectively both orally and in writing; train personnel; perform clerical duties related to assessment, preparing reports, and maintaining records; operate standard office equipment; effectively work independently with little direction and as a member of a team; work effectively with administrators, staff, parents and community in multicultural and bilingual environments; perform the essential functions of the job; establish and maintain cooperative working relationships with those contacted in the course of the workday including staff, students and parents

**ESSENTIAL & REPRESENTATIVE DUTIES** – Duties may include, but are not limited to, the following:

1. Adhere to the federal and state laws that apply to behavioral assessments, interventions, requirements, and regulations for students with Individualized Education Programs (IEPs). **E**
2. Promote and support a team approach in behavior support planning and implementation among the school community, teachers, other support staff, and parents. **E**
3. Consult and/or collaborate with school site personnel, including school psychologists, to conduct Functional Behavior Assessments (FBAs), as appropriate. **E**
4. Consult and/or collaborate with school site personnel, including school psychologists, to develop comprehensive Behavior Intervention Plans (BIPs), as appropriate. **E**
5. Consult and/or collaborate with school site personnel (including but not limited to classroom teachers, school psychologists, instructional aides, student support paraprofessionals, related service providers, and other staff) on collecting and analyzing behavioral data guiding decisions regarding positive behavior interventions and supports for school systems, classrooms, and students with Individualized Education Programs (IEPs). **E**
6. Consult with school site personnel on the implementation of individualized Behavior Intervention Plans (BIPs). **E**
7. Consult with site administrators, school psychologists, teachers, and other related service providers in developing, monitoring, and evaluating behavior management strategies for students with Individualized Education Programs (IEPs). **E**
8. Provide training, direct observation, and feedback to behavior support providers who may be temporarily assisting in the implementation of positive behavior interventions and supports within classroom settings. **E**
9. Coordinate the work of behavior support providers, including the scheduling of service delivery and maintenance of therapy records in electronic systems. **E**
10. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms. **E**
11. Develop and provide professional development for district personnel in areas related to applied behavior analysis (ABA); behavior management strategies; and the federal and state laws regarding behavioral assessments, interventions, requirements, and regulations for students with Individualized Education Programs (IEP). **E**
12. Attend Individualized Education Program (IEP) meetings and help contribute to goal and service recommendations, as needed. **E**
13. Provide data collection support to behavior support providers (i.e., data sheets, data entry, graphical analysis, material creation). **E**
14. Collect, synthesize, and analyze behavioral data and program summaries for students receiving behavioral support services. **E**
15. Assist school site personnel during student behavioral emergencies, as appropriate. **E**
16. Provide Board Certified Behavior Analyst (BCBA) related supervision to school teams, including staff training/coaching, program development, data analysis, and student summary reports. **E**
17. Collaboration with in-home behavioral support services through community agencies (i.e., Regional Center vendors, insurance providers) to promote coordination of care for students with behavior services. **E**
18. Perform other related duties as assigned. **E**

## **WORKING CONDITIONS**

### **Environment:**

Office and school environment; driving from site to site; employee may be exposed to communicable diseases, blood borne pathogens exposure and anti-social/hostile behavior.

## **PROFESSIONAL EXPECTATIONS:**

1. Be responsible and adhere to appropriate technology use, upholding conscientious, sound judgement when using social media.
2. Wear appropriate and safe attire.
3. Maintain consistent, punctual and regular attendance.