Board Certified Behavior Analyst (BCBA)

Purpose Statement

To provide behavior analysis services and behavior management plans for special education students enrolled in educational programs; provide support and professional learning to school site staff, para-educators, and parents/guardians in appropriate behavior intervention techniques; conducts assessments and develops plans that conform to IDEA, Tennessee law and regulations and other applicable statutes and regulations.

This job reports to the District Office Special Education Administrator.

Essential Functions

- Provide BCBA services for students in the Tier 3 Behavior Support classes.

- Develop materials and provide resources for and provide professional learning to administrators, educators, para-educators and parents/guardians in Applied Behavior Analysis (ABA), Crisis Prevention Institute (CPI), and/or other evidence-based methodologies related to addressing the needs of students with behavior difficulties.

- Plan and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of Applied Behavior Analysis (ABA) for students with autism and other disabilities.

- Provide functional behavioral assessments for individual students.

- Create and assist District staff with the development and implementation of behavior plans, ABA programs and other appropriate programs for students with Autism and/or other disabilities that present behavior/learning challenges.

- Manage assaultive behaviors, e.g., Nonviolent Crisis Intervention (CPI).

- Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with students who exhibit such.

- Provide professional learning and conduct functional analysis assessments of behavior for students with complex and/or severe behaviors in accordance with both Federal and State laws and regulations

Other Functions

- Supervise BCBA candidates within the Williamson County School District, as appropriate.

- Assist students who are transitioning from alternative programs to regular school programs.

- Collaborate with public and private agencies to offer programs that foster pro-social skills and prevent violent behavior for the purpose of providing services to strengthen families as well as students.

- Collect data and prepares a variety of reports for the purpose of documenting case history, assessments, and treatment.

- Travel from site to site and/or performs necessary home visits for the purpose of providing direct treatment, consultation, and collaboration for students and families.

- Perform related duties as assigned.

Job Requirements: Minimum Qualifications

Abilities and Knowledge

- To establish rapport and work constructively with staff, students, parents, and community members.

- To creatively solve problems and work through the conflict resolution process.

- To communicate effectively, in oral and written form.

- To maintain knowledgeable of best practices and laws governing behavioral supports for students with disabilities.
Responsibility
Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and tracking budget expenditures. Utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Working Conditions & Physical Demands:
- Ability to work at a desk, conference table or in meetings of various configurations.
- Ability to stand and circulate for extended periods of time.
- Ability to see for purposes of reading laws and codes, rules and policies, and other printed matter and observing students.
- Ability to hear and understand speech at normal speech levels.
- Ability to communicate so others will be able to clearly understand normal conversation.
- Ability to lift up to 25 pounds.
- Ability to carry up to 25 pounds.
- Moderate to high stress levels.
- Work is predominantly in school environment.
- Climate is normal; occasional adverse weather conditions.
- Daily contact with students, teachers, and school staff.
- Regular contact with parents, community members and outside agency personnel.

Hazards: Incumbent may be exposed to contact with individuals displaying physically aggressive, self-abusive, or socially undesirable behavior.

Experience
- Experience writing behavior plans for students with behavior difficulties including students with autism and other disabilities.
- ABA or similar research-based training experience and training.
- 3 years minimum experience working as a behavior or autism specialist or related field.

Education
Bachelor's degree in job related area.

Equivalency
None Specified

Required Testing
None Specified

Certificates & Licenses
Possess a Board Certified Behavior Analyst Certification (BCBA); maintain Current Crisis Prevention Institute (CPI) certification.

Continuing Educ. / Training
Keep updated on current trends in behavior management

Clearances
Criminal Justice Fingerprint/Background Clearance

FLSA Status
Exempt