

Board Certified Behavioral Analyst

Reports to: Supervisor of Special Education

FLSA Status: Exempt

SUMMARY:

The Board Certified Behavioral Analyst (BCBA) will provide highly advanced behavioral analysis services in PreK-12 environment for students with developmental disabilities, intellectual disabilities, and challenging behaviors. The Board Certified Behavioral Analyst will provide consultation to teachers regarding behavior analysis for students in the PreK-12 environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform observations and assessments relevant to the design of positive interventions and supports for children;
- Define interventions designed for students so that the changes to be achieved are measurable;
- Develop and recommend the goals of behavior change for children;
- Implement scientifically research based interventions;
- Conduct comprehensive functional behavior assessments, develop written reports of results of such assessments, and develop or assist in behavior intervention plans for children;
- Systematically evaluate the consistent implementation of student behavior intervention plans through personal observation, staff consultation, and review of progress monitoring;
- Provide professional learning opportunities in a variety of areas related to positive behavior intervention plans through personal observation, staff consultation, functional behavior assessments, review of progress monitoring, and emergency behavioral interventions;
- To provide expertise and training in appropriate curriculum, instruction, classroom management and intervention techniques;
- Provide parent, teacher, paraprofessional, etc. trainings;
- Administer county approved assessments;
- Develop ABA programs for children with autism and other disabilities:
 - ◆ Reinforcement
 - ◆ Consequences
 - ◆ Discrete Trials
 - ◆ Teaching new skills
 - ◆ Prompting
 - ◆ Errorless learning
 - ◆ Discrimination training
 - ◆ Maintenance
- Collect and analyze data;

JOB DESCRIPTION
Scott County Schools

- Write programs for children with autism to assist in teaching skill deficits, maintaining acquired skills, teaching self-help skills, and develop social skills;
- Train caregivers to implement the procedures developed for individual child;
- Maintains licensure at the state and/or national level; assumes responsibility for professional growth and keeps skills up-to-date;
- Maintain knowledge of applicable laws and regulations at the federal, state, and local level;
- Complies with and supports school and division regulations and policies;
- Models non-discriminatory practices in all activities;
- Other duties as assigned in accordance with the county's policies and practices.

KNOWLEDGE, SKILLS, AND ABILITIES

The BCBA must have excellent reasoning, analytical and communication skills. A strong attention to detail, patience, and perseverance are paramount, but it is also important to be an empathetic, emotionally stable leader. The BCBA should have restraint training.

EDUCATION AND/OR EXPERIENCE:

Must have a Master's degree in Psychology or related discipline and hold licensure with the Behavior Analyst Certification Board.

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 is regularly required to stand, talk, and hear. The employee frequently is required to walk and use hands to finger, handle, or feel. The employee is occasionally required to sit; reach with hands and arms; and stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 150 pounds and have the ability to exert up to 50 pounds of force to push, pull, or move objects. The employee may be required to restrain individuals who may harm themselves and/or others. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with staff members, administration, and parents is required. Frequent contact with parents by phone and in person is necessary. Occasional contact with medical professionals may be required.

EVALUATION:

Performance on this job will be evaluated in accordance with school board policy and administrative regulations on evaluation of personnel.