

CARMEL UNIFIED SCHOOL DISTRICT
JOB DESCRIPTION – STUDENT SUPPORT SERVICES

POSITION: BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)
200 Work Days

A. PRIMARY FUNCTION

Under the direction of the Director of Special Education, in collaboration with site administrators, provide consultation, support, and advisory services to District personnel regarding the planning, designing and monitoring of 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 positive behavior interventions and supports (PBIS), appropriate behavior intervention and management techniques, Applied Behavior Analysis (ABA), data collection and analysis, and support strategies.

B. ESSENTIAL FUNCTIONS/EXAMPLES OF DUTIES

Duties may include, but are not limited to the following:

1. Assumes responsibility for the development of a coordinated behavior management program for the Special Education & Student Services department
2. Participates in the planning development and implementation of program, procedures and best practices related to PBIS and instruction using the principles of Applied Behavior Analysis (ABA)
3. Plans and provides or supports the development and implementation of programs, policies, and best practices relative to the management of students' behaviors, including students with Autism, emotional disturbance, other disabilities as well as students with 504 plans and/or in general education
4. Plans and provides, or supports the provision of, positive behavior interventions and supports, for students, classrooms and school sites
5. Develops and provides training to, and coordinates the work of instructional assistants, behavior intervention assistants, behavior specialist, and other staff implementing behavior intervention programs
6. Conducts Functional Behavior Assessments (FBA) or Functional Assessments (FA) as appropriate
7. Conducts, and/or, facilitates the Special Circumstances Instructional Assistant (SCIA) Assessment process, as appropriate
8. Collects and analyzes data as part of assessment, developing and monitoring behavior recommendations and Behavior Intervention Plans (BIPs)
9. Consults with principals, psychologists, teachers and other specialists in developing, monitoring and evaluating behavior management strategies for general and special education students
10. May work directly with students as a means of training instructional assistants, teachers, and other staff in the positive behavior supports for particular students
11. Keeps abreast of current research and information in the areas of behavior management and provides in-service and training for teachers, specialists, instructional assistants, behavior intervention assistants, and other staff in areas related to behavior management strategies, avoidance of aversive techniques, and managing assaultive behavior
12. May attends IEP meetings for especially difficult cases, only when needed
13. Communicates with staff members regarding strategies developed for referred students and may assist the assigned case manager with a communication strategy for the entire IEP team, including parents
14. Collaboration with behavioral support services through community agencies (i.e., Regional Center vendors, insurance providers) to promote coordination of care for students with behavior services; including the scheduling of service delivery and maintenance of therapy records in electronic systems
15. Performs other duties as assigned

C. QUALIFICATIONS

Knowledge of:

- a. Federal and State laws that apply to the assessment of students referred due to disruptive or assaultive behaviors
- b. IDEA and Behavior Analyst Certification Board (BACB) guidelines to address behavior and develop and evaluate efficacy of positive behavior support plans
- c. Non-violent crisis intervention techniques, including verbal de-escalation and physical interventions
- d. Data collection and record-keeping techniques
- e. general education and special education classroom environments and standards of learning

Ability to:

- a. Conduct assessments that conform to the IDEA and Behavior Analyst Certification Board (BACB) to address behavior, including functional analysis assessments, and functional behavior assessments
- b. Conduct assessments to address skill acquisition and social skills
- c. Provide recommendations to an IEP team, or individual staff members, based on the findings of each assessment and specific to the identified disability of the student as it relates to the classroom performance and ability for the student to access the core curriculum
- d. Professionally collaborate and consult with administrators, teachers, classified staff, parents and other team members
- e. Develop and implement training
- f. Maintain confidentiality

1. Other Skills:

- a. Work collaboratively and cooperatively with others
- b. Ability to work independently, high degree of self-motivation
- c. Excellent verbal, written and interpersonal skills
- d. Proficiency with current technology for performance of duties
- e. Perform clerical duties related to assessment, preparing reports, and maintaining records
- f. Excellent analytical and critical thinking and judgment skills
- g. Previous experience working with public schools preferred

D. EDUCATION AND EXPERIENCE

Any combination equivalent to:

- a. Must have a Bachelor's and Master's degree from an accredited college or university with major coursework in a related field
- b. Experience working in K-12 educational setting within specialized field of Applied Behavior Analysis (ABA) and PBIS, with increasing levels of responsibility

LICENSES AND CERTIFICATES

- a. Successful completion of all requirements for Board Certification including the passage of the State Certification Examination
- b. Valid California driver's license

E. PHYSICAL REQUIREMENTS

Incorporated within one or more of the essential functions of this position are the following essential physical requirements:

- a. Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- b. Ability to see for purposes of reading reports, diagrams, labels, correspondence, documents, and other printed matter
- c. Ability to hear and understand speech at normal levels in person and/or on the telephone.
- d. Ability to communicate so others will be able to clearly understand a normal conversation in person, on a telephone, and or on two-way radio
- e. Manual dexterity sufficient to write, use telephone and business machines (including typewriter, computer, calculator), and operate equipment in a safe and efficient manner
- f. Ability to routinely lift/carry objects weighing up to 25 pounds
- g. Strength and stamina required to implement physical intervention protocols to control crisis situations with students
- h. Physical agility sufficient to sit, stand, kneel, walk, push/pull, squat, twist, bend, stoop, and to reach in all directions including overhead

F. WORKING CONDITIONS

Indoor and outdoor environments subject to long periods of standing, walking, bending, crouching, pushing/pulling and lifting supplies, equipment, and objects, kneeling to access files from ground level to 4.5 feet above the ground, pushing/pulling of file drawers, reaching in all directions, and working at a computer and/or telephone for prolonged periods of time. Exposure to student who may exhibit verbal or physically aggressive behavior. Subject to driving a vehicle to conduct work.

Approved: June 23, 2021