

DURANGO SCHOOL DISTRICT 9-R JOB DESCRIPTION

Job Title: Board Certified Behavior Analyst
Job Family: Student Service Provider
Department: Student Support Services
Typical Work Year: 197 days

Pay Grade: Student Service Provider Schedule
FLSA Status: Exempt
Prepared Date: August 23, 2019

SUMMARY: The primary function of the Board Certified Behavioral Analyst (BCBA) is to plan, develop, and monitor a variety of behavioral support service delivery options to meet the needs of clients diagnosed with Autism Spectrum Disorders (ASD) and/or other behavioral and social/communication challenges. The BCBA also consults with and teaches instructional team members regarding pro-active, educational, programming, and behavioral supports; develops and implements comprehensive treatment plans; and collaborates with team members, related services providers, families, and other agencies as appropriate. The BCBA manages the Children's Autism Team and provides ongoing training and direct supervision to team members.

ESSENTIAL DUTIES AND RESPONSIBILITIES *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

- Use appropriate assessment instruments and data to develop and implement teaching programs that reflect behavioral and other outcomes and objectives identified in the Individualized Education Plan (IEP). Ensure the implementation of treatment plans, document contacts and observations; use professional knowledge and independent judgment to strategize continuous improvements.
- Provide training and coaching of Special Education Staff and instructional aides through observations, meetings, performance coaching and other methods.
- Establish and maintain data measurement, collection, and analysis systems for clients receiving behavioral interventions. Maintain appropriate documentation and prepare and complete reports as required.
- Coordinate with each family, school level team, and the Case Manager to complete appropriate recruiting, selection, training, and retention of trainers and instructional aides.
- Coordinate efforts with the Case Manager to ensure that all service-related aspects of each IEP are addressed thoroughly.
- Seek creative options for ensuring the continuity and consistency of support services across settings. Develop strategies for the stability of quality services when students experience transitions.
- Conduct structured periodic service reviews to monitor the effectiveness of support systems and their implementation; modify and document plan changes as needed.
- Provide staff development, training, and modeling for staff in strategies and methodologies for working with children on the autism spectrum and/or behavioral, adaptive, and/or social/communication challenges. Conduct in-service training, workshops, and presentations to develop skills and establish consistent practices.
- Provide consultation regarding crisis interventions and critical incident supports.
- Participate in Individual Education Program (IEP) team meetings for clients as appropriate.
- Promote positive public relations, facilitate interagency collaboration, and advocate for the establishment and maintenance of comprehensive services.
- Participate in professional growth activities such as conferences, classes, team meetings and program visitations.
- Other duties as assigned

EDUCATION AND TRAINING:

Minimum: A Master's degree in special education, psychology, or related field, with specialized knowledge of behavioral health and treatment philosophies and professional practices preferred

EXPERIENCE:

A minimum of three years of recent experience working with individuals who have autism spectrum disorders and their families.

CERTIFICATES, LICENSES, & REGISTRATIONS:

Valid driver's license required. Certification by the Behavior Analyst Certification Board. CPI certification preferred at time of hire; can be obtained within the first 60 days of hire. CPR/First Aid certification preferred at time of hire; can be obtained within the first 60 days of hire.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Knowledge of early childhood and autism assessment tools and procedures, and thorough knowledge of child development. Experience developing positive behavior support plans and programs; experience teaching social interaction and play skills.
- Knowledge of current methods and techniques of applied behavior analysis and discrete trial training; ability to communicate effectively verbally and in writing with clients, parents, and professionals; competence in analyzing assessment results, designing appropriate individual treatment plans and behavioral programs, and monitoring progress.
- Must be able to work effectively as a team member, demonstrate flexibility and desire to learn new skills and improve professional qualifications, and travel independently in rural/remote locations.
- Strong communication skills to work with a diverse team.
- Ability to problem-solve and assist in decision-making, including during emergencies or when a supervisor is not onsite.
- Work productively to develop relationships with individuals, families, and natural supports.
- Proven creative abilities, strong organizational and time management skills.
- Excellent oral, written and interpersonal skills and good customer service skills.
- Maintain a high level of organization for file maintenance, daily, weekly and monthly record keeping.
- Ability to promote and follow Board and District policies, Superintendent policies and building/department procedures.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
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MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Computers and general office equipment.
- Basic computer skills and be able to use all required software.
- Student Information Systems.
- Presentation tools.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

Reports to: Coordinator of Special Education

Direct Reports: Registered Behavior Therapist, Board Certified Behavior Analyst Assistants

BUDGET AND/OR RESOURCE RESPONSIBILITY: none

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.

PHYSICAL ACTIVITIES:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feed			X	
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds				X
Up to 25 pounds		X		
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy			X	
Coordinate			X	
Instruct				X
Compute			X	
Synthesize			X	
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate		X		

WORK ENVIRONMENT:	Amount of			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts		X		
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			
Exposure to bodily fluids		X		

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X

Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	

The signatures below indicate that job description has been reviewed by the employee with the supervisor.

Employee Name (Print)

Employee Signature

Date

Supervisor Name (Print)

Supervisor Signature

Date