

South Burlington School District Position Description

Position Title: Board Certified Behavior Analyst (BCBA)
Job Group: Non-Union Support
Location: District/Assigned Location
Reports To: Director of Educational Support Services

Position Objective: To provide leadership, coordination, ongoing consultation, and professional development in the design, implementation, and evaluation of instructional and environmental modifications for student learners. Identifies characteristics of and provides evidence-based practices for students with emotional, behavioral, and autism spectrum disorders. Provides assistance to educators and learners, to enable significant social and academic improvements in student behavior through skill acquisition and the reduction of problematic behavior.

Essential Duties and Responsibilities:

1. Plans, develops, delivers, and monitors treatment programs for assigned students.
 - a. Conducts Functional Behavioral Assessments (FBA) for individual students.
 - b. Conducts screenings and assist in determining eligibility for an autism spectrum disorder diagnosis.
 - c. Evaluates assigned students and designs Behavior Intervention Plans (BIP) including data collection systems.
 - d. Designs visual supports that allow for the independence of students.
2. Collaborates with others and serves as a resource and/or consultant to parents, students, and school personnel on topics related to student behaviors.
 - a. Provides ongoing consultation to individual student teams, school faculty, parents, and staff in behavioral analysis and characteristics and evidence-based practices.
 - b. Supports and trains special educators and other staff to complete FBAs, implement BIPs, and collect and analyze data.
 - c. Assists individual student teams in coordinating resources with community mental health agencies.
 - d. Designs and assists special educators to implement inclusive programs that educate students in the least restrictive environment.
 - e. Works collaboratively with special educators and classroom teachers to design lesson plans that specify how students will be included in classroom activities meaningfully with the use of curriculum overlapping.
 - f. Works collaboratively with related service personnel (Speech Language Pathologist, Occupational Therapist, Psychologist, and Physical Therapist) to design services, supports and accommodations that support individual learners with developmental disabilities in the general education environment.
 - g. Provides leadership to the District Autism Spectrum Disorder (ASD) Clinical Team to review programs, design and implement systems initiatives for students with developmental disabilities, especially autism spectrum disorders.
 - h. Provides leadership in the organization and implementation of ongoing professional development and training for special educators, classroom teachers, paraeducators and interventionists.
 - i. Provides ongoing consultation to all South Burlington staff, modeling and support to individual student teams.

3. Maintains professional competence and knowledge of best practices in behavior therapy.
 - a. Maintains current best practice for identification, assessment, and diagnostic techniques through readings, attendance at conferences, workshops, memberships in professional organizations, and other relevant activities in accordance with district guidelines.
 - b. Organizes and maintains a resources library to include equipment and materials for students with developmental disabilities.
4. May perform other work related responsibilities as assigned.

Qualification Requirements: *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 essential duties.*

Education and Experience: Master's degree in psychology, mental health, education or other appropriate discipline, plus 3 years of direct experience in behavioral analysis in public school or a clinical setting. Individuals must be knowledgeable about behavior analysis programs that are based on empirical research, include the direct observation and measurement of behavior, and utilize antecedent stimuli, positive reinforcement, and other consequences to produce behavior change. Demonstrates experience in professional development in behavior analysis, characteristics, and evidence-based interventions for students with developmental disabilities, especially autism spectrum disorders.

Certification and Licenses: Board Certified Behavior Analyst.

Language Skills: Ability to read, analyze, and interpret information from professional journals, legal documents, and testing and assessment data. Ability to respond to inquiries or complaints from students, parents, coworkers, and community members. Ability to present information effectively to faculty, administrators, and public groups.

Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations.

Reasoning Ability: Ability to define problems and solutions and to delegate appropriate responsibilities within the School District.

Other Skills and Abilities: Ability to communicate clearly and concisely both in oral and written fashion and to establish and maintain effective working relationships with others. Remains current on job-related subject matter.

Technology: Ability to utilize email, internet, Microsoft Office and other software to conduct daily responsibilities, develop presentations, and complete reports.

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, as defined by the District, may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to sit, walk, stand, talk, and hear. Must demonstrate manual dexterity to reach, grasp and handle objects and operate computers and office equipment. Specific

vision abilities required by this job include close vision and distance vision. The individual must meet deadlines and interact with others. Occasionally the position requires the employee to work irregular or extended hours. The employee is directly responsible for the safety, well-being, or work output of other people and may be required to meet multiple demands from several sources.

Work Environment: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level of the work environment ranges from quiet to moderate. The work is performed primarily indoors with some travel required.

Terms of Employment: Twelve-month year. Salary and other conditions of employment as established by the agreement between the individual and the South Burlington School District.

Evaluation: Performance evaluation will be accomplished annually, in writing, by the Director of Educational Support Services.

Approved: 8/5/15 DY

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.