

South Burlington School District Position Description

Position Title: Board Certified Assistant Behavior Analyst (BCaBA)
Job Group: Non-Union Support
Location: District/Assigned Location
Reports to: Principal and Director of Educational Support Services

Position Objective: Under the supervision of the Board Certified Behavior Analyst (BCBA), assists in conducting behavioral assessments and providing assistance with behavior support plans for student learners with emotional, behavioral, and autism spectrum disorders. Provides assistance to educators and learners to implement Positive Behavior Interventions and Supports (PBIS) and enable significant social and academic improvements in student behavior through skill acquisition and the reduction of problematic behavior.

Essential Duties and Responsibilities:

1. Collaborates with Board Certified Behavior Analyst (BCBA) and Principal to plan, develop, deliver, and monitor Positive Behavior interventions and Support (PBIS) programs for all students.
 - a. Conducts Functional Behavioral Assessments (FBA) for individual students and classroom settings.
 - b. Evaluates assigned students and helps to design Behavior Intervention Plans (BIP).
 - c. Designs data collection systems, maintains and monitors ongoing data.
 - d. Designs visual supports that allow for the independence of students.
 - e. Assesses crisis situations and defuses using crisis prevention intervention and crisis management techniques.
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. Supports educators and other staff to respond to behavioral concerns, implement PBIS strategies, complete FBAs, implement BIPs, and collect and analyze data.
 - b. Assists individual student teams in coordinating resources with community mental health agencies.
 - c. Assists Educators in designing and implementing inclusive behavioral programs that educate students in the least restrictive environment.
 - d. Works collaboratively with educators to design instructional, behavioral, and re-entry plans that specify how students can participate and engage successfully in learning environments.
 - e. Serves as a resource to the Child Advocacy Team (CAT), PBIS team, and the Crisis Response Team (CRT). May also serve on Evaluation and Planning Teams and other teams, as needed.
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 for PBIS materials and behavior best practices.
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: Bachelor's degree from an accredited college/university in psychology, mental health, special education or other appropriate discipline, plus one or more 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 Assistant Behavior Analyst (BCaBA)

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 BCBA and Director of Educational Support Services.

Approved: March 27, 2017/J. Godek

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.