

**JOB DESCRIPTION**

---

**BAND GRADE SUBGRADE WORKING CONDITIONS**

---

<b>JOB TITLE</b>	<b>CONTRACT REFERENCE</b>
Board Certified Behavior Analyst (BCBA)	Individual Contract

---

<b>TITLE OF IMMEDIATE SUPERVISOR</b>	<b>VERSION DATE</b>
Director of Special Services	September 2017

---

**JOB SUMMARY**

The BCBA will be asked to work within all school sites in a scheduled manner, to support current support structures (SAT, IEP meetings, Referral and Evaluation, and Mental Health School based teams) to guide discussion specific to the areas of remediating behavior and social (identified) challenges. The BCBA will be available to assist in the development and implementation of behavior intervention plans evolving from IEP, 504 and/or SAT meetings. Specific to students being considered for SPED services under the service category of E/BD, the BCBA will provide necessary guidance in the drafting of Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP).

---

**TASK NO.**

---

The essential functions of this job include, but are not limited to, the following fundamental job duties:	
1.	Working with licensed and non-licensed staff the BCBA will help identify targeted behaviors, which require systematic measurements and intervention support.
2.	Advise school staff of instructional materials (i.e. intervention tools) and individualized behavior plans within established behavior frameworks for the individual student.
3.	Guide ongoing assessment of student progress towards objectives, expectation, and/or goal for the purpose of providing feedback to students, parents and school team members.
4.	Conduct functional behavioral assessments for students with challenging behaviors.
5.	Working within each school site will monitor, observe, and guide decision making specific to the allocation of para support. As para adjustments are make specific to student observed (academic, behavior, social) needs, the BA will work with the IEP teams to guide the fading of para support, or to recommend specific para support enhancements.
6.	Analyze classroom environments for maximum efficiency and reduced behavior.
7.	The BCBA via: social skills training, anger management, play therapy etc. intervention designs will work directly with students to help identify problem solving techniques, and improving behavior.

---

**JOB TITLE**

Board Certified Behavior Analyst

**CONTRACT REFERENCE**

Individual Contract

– Page 2

8.	Provide ongoing interpretation of behavior assessments, FBA's and BIP (data) for the purpose of creating updated/revised behavior plans as indicated by student changing needs.
9.	Write behavior plans, collect data, provide interpretation of data
10.	Work directly with assigned "para supports" by modeling, consulting and guiding the para in such roles as: behavior data collection, data recording, and data analysis. Implementation of behavior plans including methods for direct interventions.
11.	Participate in all building meets specific to addressing the social, emotional, behavior needs of students. These meetings may include but not limited to: SAT, 504, IEP, Mental Health, and Crisis Situations.
12.	Intervene as necessary using non-confrontational intervention strategies during periods of escalated behavior.
13.	Be available to respond to emergency situations for the purpose of helping to resolve immediate safety concerns and/or directing to appropriate personnel for resolution.
14.	Support the core content teacher for the purpose of assisting in the implementation of individual student plans that may have evolved via school based Steams.
15.	Working with school based teams will assist parents in locating and obtaining community resources, design parent training opportunities and help to develop and maintain strong home-school relations in crisis and non-crisis situations.
16.	Guide the development of: resolution/problem solving rooms, establish a mental health / Positive Behavior Intervention and Support (PBIS) support model with Lee Carlson Center and Anoka County, and mentor and train paraprofessionals.
17.	Participate in PBIS initiative, with responsibilities including but not limited to data analysis and interpretation, participation on school wide PBIS team, and recommendations to improve programming for students with significant behavioral challenges.
18.	Conduct skills training using a variety of behavioral methodologies such as discrete trial, natural environment training and direct instruction.
19.	Other duties as assigned.

---

**QUALIFICATIONS** (Specific training or job experience required before appointment)

- Board Certified Behavior Analyst (BCBA)
  - Hold a baccalaureate degree from a college or university that is accredited.
  - Minnesota Department of Education teaching license required for specific assignment.
- 

**ORGANIZATIONAL RELATIONSHIPS**

---

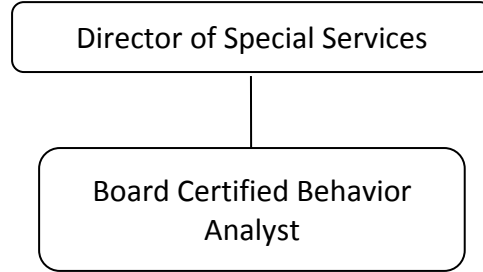
**JOB TITLE**

Board Certified Behavior Analyst

**CONTRACT REFERENCE**

Individual Contract

– Page 3



---

**SYMBOLS**

DIRECT SUPERVISION

\_\_\_\_\_

INDIRECT SUPERVISION

.....

WORK DIRECTION

-----

ADVISE/INFORM

-.-.-.-

---

**PHYSICAL FACTORS**

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 employed is regularly required to talk, hear, climb, balance, stoop, kneel, reach for objects, stand, walk, push, pull, lift, and use hands to grasp and feel. The employed must frequently lift and/or move up to 25 pounds, occasionally being required to lift and/or move up to 40 pounds or more. Specific vision abilities required include close vision, distance vision, and the ability to adjust focus.

**NON EXEMPT**

Not to exceed 40 hours per week.