

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

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| TITLE: | Board Certified Behavior Analyst (BCBA) | CLASSIFICATION: | Non-Represented Management, Classified |
| SERIES: | None | FLSA: | Exempt |
| JOB CLASS CODE: | 9798 | WORK YEAR: | 12 Months |
| DEPARTMENT: | Special Education Academic Office | SALARY: | Range 11 Salary Schedule A |
| REPORTS TO: | Director, Special Education Local Plan Area (SELPA) | BOARD APPROVAL: | 08-02-2021 |

BASIC FUNCTION:

Under the direction of the Special Education Local Plan Area (SELPA) Director, the Board Certified Behavior Analyst[®] (BCBA[®]) will provide consultation, support, and advisory services to teachers, administrators, parents, and staff. The BCBA will assist in administration and coordination of positive behavior support for all students and actively participate in the development and implementation of programs, policies, and practices relative to the management of students who have difficulties engaging in socially acceptable behavior patterns, including children with autistic spectrum disorder (ASD) and emotional disturbance (ED). The BCBA will conduct functional behavioral assessments (FBA) and plan, organize, coordinate, and provide consultative and direct behavior intervention services. The BCBA shall also provide in service and on-site training to staff on the implementation of appropriate instructional strategies, school-wide positive behavior interventions and systems (PBIS), behavior management, and behavior intervention plan (BIP) implementation.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

Provide consultation, support, and advisory services to teachers, administrators, parents, and staff. **E**

Assist in the administration and coordination of positive behavior support for all students and actively participate in the development and implementation of programs, policies, and practices. **E**

Conduct functional behavioral assessments (FBA) and plan, organize, coordinate, and provide consultative and direct behavior intervention services. **E**

Provide in-service and on-site training to staff on the implementation of appropriate instructional strategies, school-wide positive behavior interventions and systems (PBIS), behavior management, and behavior intervention plan (BIP) implementation. **E**

Develop and/or monitor District procedures to assure compliance with governmental regulations, codes, restrictions and reporting requirements concerning behavioral interventions and emergencies. **E**

Develop/implement referral processes for behavioral support across the District. **E**

Work with staff in developing data collection systems, monitoring data collection, and analyzing data to ensure the effectiveness of interventions and instructional strategies. **E**

Develop and/or conduct behavior training for staff and parents in areas of expertise including development and

implementation of effective behavior interventions including training specific to individual students, emergency crisis intervention, and behavior case management. **E**

Provide technical support and training in Applied Behavior Analysis, including Discrete Trial Training (DTT), establishing classroom schedules, overall classroom management, and the implementation of specific instructional and behavioral strategies in the student's academic environment. **E**

Consult with District and school staff and parents/guardians on matters related to behavior. **E**

Conduct Functional Behavior Assessments (FBA) for students with complex and/or severe behaviors in accordance with federal and state laws and Behavior Analyst Certification Board (BACB) guidelines for the development and implementation of Behavior Intervention Plans (BIP). **E**

Monitor and evaluate effectiveness of interventions and pivots accordingly and supports staff in making changes accordingly. **E**

Participate in the individualized education program (IEP) process as a member of the IEP team by presenting oral and written information. **E**

Participate in the development of and in ongoing relationships with other agencies serving students with disabilities, i.e., Regional Center, Non-Public Schools, etc. **E**

Supervise BCBA candidates within the District; supervision, assessment, training, and oversight. **E**

Assist students transitioning from alternative to regular school programs. **E**

Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with such students. **E**

Plan and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of ABA for students with autism and other disabilities. **E**

Assist District staff with development and implementation of behavior plans, ABA programs and other appropriate programs for students with autism and/or other disabilities that present behavior or learning challenges. **E**

Participate in professional growth activities such as conferences, classes, staff meetings and program visitations. **E**

Perform related duties of the job function.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: Bachelor degree in applied behavior analysis, education, psychology or related degree; master's degree preferred. Minimum of three (3) years of experience working in a public school setting as a BCBA. Preferred experience in developing and supervising Discrete Trial Training (DTT) programs; training in performance of Functional Behavior Assessments, development of Behavior Intervention Plans and training, and use of emergency behavioral interventions; training in appropriate curriculum, instruction, classroom management and intervention techniques, i.e., communication training, parent training, TEACCH® Autism Program, positive behavior intervention, MTSS, applied behavior analysis/DTT, and social skills training.

LICENSES AND OTHER REQUIREMENTS:

Hold and maintain a Board Certified Behavior Analyst® (BCBA®) Certification accredited by the National Commission for Certifying Agencies (NCCA). Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Board Certified Behavior Analyst® (BCBA®) Certification
- Professional and Ethical Compliance Code for Behavior Analysts
- Knowledge of laws and District procedures governing students with disabilities.
- Operate a computer and assigned software; operate other office equipment as assigned.
- Reads and writes at a level sufficient for the performance of assigned duties including independently producing professionally written reports and documents.
- Understands and carries out oral and written directions.
- Work effectively with children, adolescents and adults, group home and school staff and agency representatives.
- Communicate effectively both verbally and in writing.
- Speak effectively in public.
- Analyze and determine appropriate methods and interpret and apply guidelines to accomplish goals.
- Establish priorities and deadlines.
- Analyze and resolve problems with tact and diplomacy.
- Establish and maintain records.

ABILITY TO:

- Provide direction to others and to make independent judgments.
- Keep and maintain accurate records and to meet deadlines.
- Prepare a variety of professionally written documents and reports in a timely manner.
- Participate in professional growth activities such as conferences, classes, staff meetings and program visitations.
- Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with such students.
- Establish rapport and work constructively with students, staff, parents, and community members.
- Communicate effectively in oral and written form.
- Perform the basic function of the position.
- Operate a computer, related software, and standard office equipment.
- Record or take notes at meetings, and transcribe minutes accurately.
- Research, analyze, compile, and verify data, and prepare reports.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change.
- Exercise analytical and independent judgment.
- Analyze situations accurately, and adopt an effective course of action.
- Work confidentially with discretion, and complete work with many interruptions.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Work in a team environment.
- Compose correspondence and written materials independently.
- Lift light objects according to safety regulations.
- Meet state and District standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; drive a vehicle to conduct work; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to exchange information and make presentations; see to read, prepare, proofread documents, and monitor office activities; sit or stand for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files and supplies; lift light objects.

SAMPLE HAZARDS:

Contact with dissatisfied or abusive individuals.