

**BEHAVIOR INTERVENTION SPECIALIST (BCBA)****Purpose Statement**

The job of Behavior Intervention Specialist (BCBA) is done for the purpose/s of providing analytic services and behavior intervention plans for students who are displaying severe and serious behaviors that are impeding learning of the student or others; providing professional instruction to school site staff, paraeducators, and parents in appropriate behavior intervention techniques; assisting IEP team in developing positive behavior support plans; functional behavior analysis assessments, and monitoring crises behavior interventions; collaborating with various behavior intervention teams; monitoring the implementation of interventions; providing referrals to families and students; and complying with mandated policies, regulations, and procedures including those of the Behavior Analytic Certification Board (BACB).

This job reports to Director of Student Support Services

**Essential Functions**

- Acts as liaison with the public and mental health community (e.g., Behavior Agencies, other service providers, etc.) for the purpose of supporting individual student development goals, interventions and/or crisis and safety management.
- Adapts classroom environment and behavior modification system for students for the purpose of ensuring the safety of the student demonstrating behavior problems as well as others in the classroom while complying with established guidelines.
- Administers programs and services for students with severe behavior disorders across varying program placements (e.g., General education, Mid/Mod and Mod/Severe, with or without IEP or 504 plans, with or without diagnosis, etc.) for the purpose of ensuring access to the educational environment and curriculum; and compliance with established guidelines.
- Analyzes assessment results and accompanying data (e.g., test scores, behavior history, etc.) for the purpose of providing an individualized intervention plan for each student.
- Compiles information on student progress for the purpose of providing information to determine ongoing behavior plans and continued eligibility for services.
- Conducts workshops, training, in-service presentations, etc. in classroom management techniques and other topics for the purpose of developing skills and establishing effective relationships with students with social-emotional and behavior challenges.
- Coordinates handling of child abuse and neglect cases through contact with school staff and outside agency personnel for the purpose of complying with mandated requirements.
- Develops procedures and training materials for district staff involved with students with social,

emotional and behavior challenges for the purpose of enhancing programs for students and ensuring that program operations are in compliance with regulatory requirements.

- Monitors student progress for the purpose of ensuring the full implementation of behavior plans and that the students are reaching the assigned goals.
- Participates in a variety of meetings (e.g., workshops, conferences, committees, etc.) for the purpose of conveying and gathering information required to perform functions and remaining knowledgeable with program guidelines.
- Provides direct, one-on-one services to students, staff, teachers for the purpose of providing behavior support for ongoing behavior issues.
- Researches work-related topics (e.g., new interventions, regulatory changes, etc.) for the purpose of remaining current in the field.
- Travels between school sites for the purpose of providing services to students throughout the District.

### **Marginal Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices and procedures; analyzing data; applying assessment instruments; classifying data and information; comparing results; conducting meetings; operating standard office equipment; de-escalation and physical restraint practices; preparing and maintaining accurate records; and using pertinent software applications.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age-appropriate activities and behaviors; codes, laws, rules, regulations, and policies; health standards and hazards; community resources; safety practices and procedures; stages of child development; and treatment modalities.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize a variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies

required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with persons of diverse backgrounds; dealing with frequent interruptions; maintaining confidentiality; organizing tasks; setting priorities; establishing relationships and working as part of a team; and working with frequent interruptions.

### **Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

### **Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some climbing and balancing, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 20% sitting, 40% walking, and 40% standing. The job is performed in a generally hazard free environment.

**Experience:** Three years of experience with increasing levels of responsibility providing educational programs and behavior plans for students with autism and/or emotional disturbance.

**Education (Minimum):** Masters degree in Psychology, Education, Educational Psychology, Social Work, Behavioral Health, or related field. Board Certified Behavioral Analyst (BCBA) certification.

### **Required Testing**

None Specified

### **Certificates and Licenses**

Board-Certified Behavioral Analyst (BCBA) Certification

Nonviolent Crisis Intervention Certification

Valid California Driver's License

### **Continuing Educ. / Training**

Maintains Certificates and/or Licenses

Meets Continuing Education Requirements

### **Clearances**

Criminal Background Clearance

Physical Capacities Test Clearance

Tuberculosis Clearance

### **FLSA Status**

Exempt

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.*