

BEDFORD COUNTY BOARD OF EDUCATION

TITLE: BCBA, Board Certified Behavior Analyst

QUALIFICATIONS:

- Bachelor's Degree in Special Education OR Master's Degree in Behavior, Psychology, Applied Behavior Analysis, or a closely related field.
- Certification as Board Certified Behavior Analyst (BCBA) and/or Tennessee teacher certification preferred not required.
- Strong background in applying principles of ABA.
- 3 years of experience working with students with special needs is preferred.
- Experience working for a school system is preferred.
- Possess strong interpersonal skills and the ability to collaborate with and train others.
- Highly organized and demonstrates an ability to manage time to complete various tasks, assessments, and meetings with ease.
- Exhibit positive leadership and interpersonal skills.
- Address situations requiring a high degree of professionalism, and confidentiality.
- Ability to communicate fluently verbally and in written form.

JOB GOAL:

The Board Certified Behavior Analyst (BCBA) is a professional support position. The BCBA will collaborate with administrators, educators, assistants, and parents to provide assistance with strategies and support specific to improving student behavior. The BCBA will provide consultative services for the students with autism as well as assess the functions of behavior and develop behavior interventions for students as necessary. Expertise will be utilized for consultative services and professional development for school personnel serving children with autism and students needing behavior interventions.

ESSENTIAL FUNCTIONS or DUTIES:

- Assist in the development of student transition plans, programs, and goals for the purpose of supporting the student transition from one school to another and developing students' vocational skills.
- Conduct observations for the purpose of aiding in the development of programming and instructional strategies.
- Develop therapy intervention plans for the purpose of supporting IEP goals, objectives/outcomes/and providing training and support to the school team to implement the plan in appropriate settings.
- Provide assistive technology opportunities for the student with communication disorders and serve as a resource for the teachers and paraeducators in the implementation and use of assistive technology devices in the classroom.
- Provide assistance to teachers and/or school psychologists in the timely completion of functional behavioral assessments and behavior intervention plans.

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- Provide training for staff in the administration, review, and assessment of such plans, and revise as needed.
- Plan and provide staff development for general and special education teachers, administrators, and staff regarding behavioral interventions, techniques, and strategies for students at-risk for special education referral as well as identified Special Education students.
- Responsible for implementing and overseeing a consistent behavior management program for Bedford County Schools.
- Responsible for restraint/isolation documentation for the system – to include training of staff, monitoring the accurate completion of documentation, and entering/maintaining date in EASY IEP. The position will work with the SPED Compliance Liaison and serve as one of the contacts for the State Department for report preparation and submission.
- Serve as in IEP team member for students with autism and behavior needs.
- Provide Extended School Year (ESY) behavioral services as needed per IEPs.
- Coordinate with the classroom teachers in the area of data collection to include providing data documents/programs, training the teachers, and monitoring the process.
- Prepare and maintain a variety of documents, records, reports, and written materials for the purpose of communicating information to parents and staff, providing written support, developing recommendations and/or conveying information, and complying with various state, federal, and administrative requirements.
- Attend meetings, training, and conferences for the purpose of obtaining information and reporting to teachers, administrators, and other related staff. Provide in-service training in the areas of autism and behavior for educational staff, parents, and administrators.
- Work closely with students, one-on-one, with behavior needs and autism therapies as necessary.
- Serve as a system-wide De-escalation and Restraint coordinator – current position coordinates and schedules training during the year to maintain staff certifications.
- Serve as system-wide trainer in the area of behavior interventions and work with the district mental health coordinator.
- Support district initiatives to improve behaviors by understanding and training teachers on implementation to fulfill IEP objectives and drive decisions with data collection. Serve as system-wide data collector and data submission per TN. State Dept. requirements for annual reporting.

PHYSICAL DEMANDS:

This job may require lifting objects that exceed 20 pounds, with frequent lifting and/or carrying objects weighing up to 10 pounds. Other physical demands that may be required are as follows:

- Pushing and/or pulling
- Stooping and/or kneeling
- Reaching
- Talking
- Hearing
- Seeing

CAPACITY AND ABILITY REQUIREMENTS:

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

- *Intelligence:* The ability to understand instructions and underlying principles. Ability to reason and make judgments.
- *Verbal:* Ability to understand the meanings of words and the ideas associated with them.
- *Numerical:* Ability to perform arithmetic operations quickly and accurately.
- *Manual dexterity:* Ability to move the hands and fingers easily.

REPORTS TO: Director of Special Education

FLSA: Exempt

TERM: 210 days

SALARY: Teacher Salary plus 10 days and \$5000 stipend

SICK LEAVE: 1 day per month of service

PERSONAL/PROFESSIONAL: 2 days per year

VACATION: As per current Board Policy

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.