TITLE: Board Certified Assistant Behavior Analyst (BCaBA)
LOCATION: Special Services
REPORTS TO: Director of Special Services or Designee
DEPARTMENT: Elementary/Secondary Special Education

SUMMARY STATEMENT:
Under the general supervision of the Director of Special Services, the Board Certified Assistant Behavior Analyst (BCaBA) works under the direction of a Board Certified Behavior Analyst (BCBA). The BCaBA is responsible for working with school teams to teach and implement research/evidence based behavior assessment and interventions to produce positive behavioral change in students.

ESSENTIAL FUNCTIONS:
1. Perform tasks assigned by the BCBA.
2. Perform routine mathematical calculations.
3. Read and interpret routine information from schedules, memos, and/or other written documentation.
4. Prepare simple memos, letters, and/or other related written correspondence.
5. Implement Applied Behavioral Analysis.
7. Lead teams in developing interventions, functional behavior assessments, and behavior support plans for the purpose of providing a safe and effective educational environment for students.
8. Conduct descriptive and systematic behavioral assessments, including functional analyses, and provide behavior analytic interpretations of the results.
9. Design and oversee behavior analytic interventions with various school teams.
10. Teach others to carry out ethical and effective behavior analytic interventions based on published research and designs, and deliver instruction in behavior analysis.
11. Develop procedures and training materials for district staff involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
12. Conduct workshops, training, in-service presentations, etc. in positive behavioral supports, collaborative problem solving, behavioral data collection, analysis, and support planning for the purpose of developing skills and establishing effective interventions for students.
13. Collaborate with parents, public agencies, community partners, and mental health community for the purpose of supporting individual student development goals.
14. Work effectively and cooperatively with students, parents, teachers, administrators, support staff, and community members.
16. Understand and use a variety of assistive technologies and programs.
17. Participate in personal ongoing professional development, including required hours of acceptable continuing education for recertification.
18. Maintain student records and confidentiality.
19. Demonstrate ethical professional conduct and scope of practice.

OTHER RESPONSIBILITIES:
1. Perform other related duties as assigned.

PHYSICAL DEMANDS REQUIRED:
Vision (66-100%) Speaking (66-100%) Hearing (66-100%)
Standing (33-66%) Sitting (33-66%) Walking (33-66%)
Writing (Up To 33%) Bending (33-66%) Stooping (33-66%)
Acceptable Attendance Reaching (33-66%) Squatting (33-66%)
Lifting (33-66%) At risk for exposure to Bloodborne Pathogens and other potentially infectious materials.
More than 50 lbs. with assistance Driving (66-100%)
MENTAL DEMANDS REQUIRED:
- Reading documents (66-100%)
- Constant Interruptions (66-100%)
- Verbal Communication (66-100%)
- Confidentiality (66-100%)
- Written Communication (Up to 33%)
- Multiple Concurrent Tasks (66-100%)

Percentages of requirements of physical and mental tasks are only an estimate. Reasonable accommodations for persons with a disability will be considered in order for them to perform the essential functions of the job.

(66-100%) = Continuously
(33-66%) = Frequently
(Up to 33%) = Occasionally

TOOLS AND EQUIPMENT NECESSARY:
Computer, copy machines, telephone, and all other tools and equipment necessary to perform the essential functions as listed above.

MINIMUM QUALIFICATIONS:
1. BA in Education, Psychology, or in the behavior analytic field and ability to demonstrate five (5) years of experience working with students with behavior or mental health issues preferred.
2. Minimum of 5 years of successful experience in an educational and/or clinical setting.
3. Must hold and maintain BCaBA credentials.
4. Experience designing and supervising behavior analytic interventions
5. Demonstrated ability to problem-solve effectively with students with behavioral and mental health issues.
6. Training and/or experience in Nonviolent Crisis Intervention techniques.
7. Training and/or experience in implementation of Positive Behavior Supports.
8. Experience writing behavior plans, collecting data, and providing direct services as needed.
9. Must possess basic typing/keyboarding and math skills.
10. Demonstrated ability to communicate, monitor, coordinate, and manage difficult students and help them succeed.
11. Demonstrated ability to communicate effectively with staff and families.
12. Must possess personal characteristics of flexibility, initiative, and cooperativeness.
13. Must possess physical capability and ability to respond to aggressive student behavior.
14. Demonstrated ability to maintain confidentiality of sensitive information.
15. Demonstrated ability to work under conditions of constant interruptions and perform under pressure.
16. Demonstrated ability to establish and maintain positive relationships with others as part of a team.
17. Ability to interpret and apply applicable laws, rules, and regulations related to special education.

Variable Days Per Year (Includes Holidays)
Variable Hrs. Per Day

PSE: ___________________________ Date: ________________

District: ___________________________ Date: ________________

New
Revised Date: 06/16/0615
Classification: Professional Technicians (PSE)
Class: Class X
Display on Web? Yes

Board Certified Assistant Behavior Analyst (BCaBA)