

## UNION SCHOOL DISTRICT

### **BOARD CERTIFIED assistant BEHAVIOR ANALYST (BCaBA)**

#### **The Position**

The Board Certified assistant Behavior Analyst (BCaBA) reports to Director of Special Education and Student Services. The BCaBA works in cooperation with the Behavior Support and Intervention Teams at the sites and/or District; participates in the development of a coordinated positive behavior intervention program; consults with school principals and staff concerning appropriate learning strategies and positive behavior interventions in order to support students to access instruction and to make academic progress in the least restrictive environment.

#### **Essential Duties and Responsibilities:**

The duties listed below are not inclusive, but characteristic of the type and level of work associated with this position.

- Assumes responsibility for the development of a coordinated behavior management program for the Special Education & Student Services department;
  - Participates in the planning development and implementation of program, procedures and best practices related to instruction using the principles of Applied Behavior Analysis (ABA);
  - Plans and provides or supports the development and implementation of programs, policies, and best practices relative to the management of students' behaviors, including students with Autism, emotional disturbance, other disabilities as well as students with 504 plans and/or in general education;
  - Plans and provides, or supports the provision of, positive behavior management interventions and programs, for students, classrooms and school sites;
- Develops and provides training to, and coordinates the work of instructional assistants and other staff implementing behavior intervention programs.
- Conducts Functional Behavior Assessments (FBA) or Functional Assessments (FA) as appropriate.
- Collects and analyzes data as part of assessment, developing and monitoring behavior recommendations and Behavior Intervention Plans. (BIPs)
- Consults with principals, psychologists, teachers and other specialists in developing, monitoring and evaluating behavior management strategies for general and special education students;
- May work directly with students as a means of training instructional assistants, teachers, and other staff in the positive behavior supports for particular students.
- Keeps abreast of current research and information in the areas of behavior management and provides inservice and training for teachers, specialists, instructional assistants and other staff in areas related to behavior management strategies, avoidance of aversive techniques, and managing assaultive behavior;
- Attends IEP meetings as needed;
- Communicates with parents and staff members regarding strategies developed for referred students; and
- Performs other appropriate duties as assigned.

## **Professional Knowledge, Abilities & Characteristics:**

Knowledge of:

- Federal and State laws that apply to the assessment of students referred due to disruptive or assaultive behaviors;
- IDEA and Behavior Analyst Certification Board (BACB) guidelines to address behavior and develop positive behavior support plans; and
- General education and special education classroom environments and standards of learning.

Ability to:

- Conduct assessments that conform to the IDEA and Behavior Analyst Certification Board (BACB) to address behavior, including functional analysis assessments, and functional behavior assessments;
- Conduct assessments to address skill acquisition and social skills;
- Provide recommendations to the IEP team based on the findings of each assessment and specific to the identified disability of the student as it relates to the classroom performance and ability for the student to access the core curriculum;
- Professionally collaborate and consult with administrators, teachers, instructional assistants, parents and other team members;
- Develop and implement training;
- Create a positive work environment;
- Tolerate other points of view;
- Resolve conflict at the lowest level possible;
- Successfully work both independently and as a team member;
- Maintain positive, supportive and professional demeanor;
- Maintain confidentiality; and
- Maintain regular attendance.

## **Qualifications**

*Required Certification, Education and Experience:*

Must have a Bachelor's degree from an accredited college or university with major coursework in a related field, successful completion of all requirements for Board Certification including the passage of the State Certification Examination or passage of the Board Certified assistant Behavior Analyst Examination; experience working in K-12 educational setting within specialized field of Applied Behavior Analysis with increasing levels of responsibility, a minimum of one to three years of experience as a Behavior Consultant or equivalent in a school setting and a valid California driver's license.

*Personal Characteristics:*

The District is seeking a candidate, who is sensitive to diverse viewpoints and experiences; who has the ability to inspire trust, confidence and enthusiasm, and is willing to take risks to achieve administrative excellence; who has a sense of humor; who has exemplified the highest professional and ethical standards and behavior; and one who is a consensus-builder and team player.

## **Salary & Benefits**

The **BCaBA**, is compensated per the UDEA Collective Bargaining Agreement; any other benefits and compensation will be as delineated in the UDEA CBA.

**WORKING CONDITIONS:** Duties require punctuality and the ability to multi-task. Duties are performed in diverse special education and general education classrooms in addition to an office environment while sitting at a desk. Incumbents may be required to work a flexible schedule evening and weekend hours. Incumbents are subject to public contact with external agencies and individuals seeking information. Incumbents may encounter individuals that are angry, frustrated and/or combative. Duties require regular driving to program sites within the county.

**PHYSICAL DEMANDS:** Incumbents regularly stand and sit for long periods of time; walk short distances on a regular basis; use hands and fingers to operate a computer keyboard or other office equipment; reach with hands and arms, stoop, kneel, or crouch to file; speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voice over telephone and in person; and move and transport materials weighing up to 50 pounds. Incumbents must be poised, professional and report to work five days per week.

### **Disaster Service Worker**

*CA Government Code 3100. It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.*