



**TITLE:** Board Certified Behavior Analyst (BCBA)

**QUALIFICATIONS:**

1. Master level degree in job related area and/or certification in Applied Behavior Analysis (ABA).
2. Holds a current certification from the Behavior Analysis Certification Board as a BCBA.
3. Ability to interpret statistical data in relation to behavioral scales.
4. Such alternatives to the above qualifications as the OVESC Board find appropriate and acceptable.

**RESPONSIBLE TO:** Director of Special Education

**FUNCTION:** To provide behavior analysis services and behavior management plans for special education students enrolled in educational programs and those students referred for behavioral/crisis intervention; provide support and professional learning to school site staff, para-educators, and parents/guardians in appropriate behavior intervention techniques; conducts assessments and develops plans that conform to IDEA, Ohio law and regulations and other applicable statutes and regulations.

**RESPONSIBILITIES:**

1. Provide BCBA services for students in the Behavior Support level.
2. Coordinates the development and implementation of appropriate behavior management techniques based on individual student behavior intervention plans.
3. Models and assists with the implementation of appropriate behavior management techniques based on individual student behavior intervention plans.
4. Conducts initial functional behavior assessments, reviews current functional behavior assessments annually and conducts updated functional behavior assessments on a three-year cycle or as deemed necessary.
5. Plan and oversee the development and implementations of programs, policies, and best practices related to instruction using the principles of Applied Behavior Analysis (ABA) for students with autism, behavior disorders, and other disabilities.
6. Develops and maintains behavioral data and creates graphical data representations and reports for progress monitoring on a predetermined time basis as based on student's level of behavioral support.
7. Develops, supports, and implements reinforcement-based classroom management systems.
8. Assists in the development and implementation of Individual Education Plans, as deemed appropriate.
9. Create and assist district staff with the development and implementation of behavior plans, ABA programs and other appropriate programs for students with Autism and/or behavior disabilities that present behavior/learning challenges.
10. Consults with transportation staff regarding the use of behavioral management programs on buses (as necessary)
11. Develop materials and provide resources for and provide professional learning to administrators, educators, para-educators and parents/guardians in Applied Behavior Analysis (ABA), Crisis Prevention Institute (CPI), and/or other evidence based methodologies related to addressing the needs of students with autism, behavioral-emotional disorders, or behavior difficulties.
12. Manage violent and/or aggressive behaviors, e.g. Nonviolent Crisis Intervention (NCI), aka CPI.
13. Facilitates debriefing crisis teams in situations in which advanced control procedures are utilized.
14. Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with the students who exhibit such.



15. Provide professional learning and conduct functional analysis assessments of behavior for students with complex and/or severe behaviors in accordance with both Federal and State laws and regulations.

**OTHER DUTIES AND RESPONSIBILITIES:**

1. Assist students who are transitioning from alternative programs to regular school programs.
2. Collaborate with public and private agencies to offer programs that foster prosocial skills and prevent violent behavior for the purpose of providing services to strengthen families as well as students.
3. Collect data and prepare a variety of reports for the purpose of documenting case history, assessments, and treatment.
4. Travel from site to site and/or perform necessary visits for the purpose of providing direct treatment, consultation, and collaboration for students and families.
5. Attend training sessions as determined by state or district policies and procedures
6. Attend professional development meetings and in-services as required
7. At the request of the supervisor, attend parent conferences, home visits, or team meetings with school staff,
8. Perform related duties as assigned by the Director of Special Education and/or Superintendent.

**REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:**

1. To have basic computer skills (ex. Ability to use email, Excel, Power Point, Word).
2. To establish rapport and work constructively with staff, students, parents, and community members.
3. To creatively solve problems and work through the conflict resolution process.
4. To communicate effectively, in oral and written form.
5. To maintain knowledgeable of best practices and laws governing behavioral support for students with disabilities.

**TERMS OF EMPLOYMENT:** To be determined by the Ohio Valley ESC Superintendent and Board.

**EVALUATION:** Performance will be evaluated with provisions of the OVESC's policy.