

**SHENANDOAH VALLEY REGIONAL PROGRAM FOR SPECIAL EDUCATION (SVRP)  
POSITION DESCRIPTION**

<b>Job Title: Board Certified Behavior Analyst (BCBA)</b>	
<b>Reports To: School Division's Special Education Administrator and Director of SVRP</b>	<b>FLSA Status: Exempt</b>

**Purpose Statement**

To work collaboratively with school personnel to develop and implement positive support plans for students with challenging behavior; provide support and professional learning to teachers, school staff, and instructional assistants in appropriate behavior intervention techniques. The BCBA is required to adhere to the Behavior Analyst Certification Board Guidelines for Responsible Conduct.

**Essential Duties and Responsibilities**

- Develop materials/resources and provide professional learning to administrators, educators, and instructional assistants in Applied Behavior Analysis (ABA), Competent Learner Model (CLM), and /or other evidence-based methodologies related to addressing the needs of students with challenging behavior.
- Plan and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of Applied Behavior Analysis (ABA).
- Conduct Functional Behavior Assessments (FBA) for individual students and collaborate in the development of Behavior Intervention Plans (BIP).
- Create and assist school staff with the development of behavior plans, ABA programs, and other appropriate programs for students that present skill deficits (e.g., communication and adaptive behavior) and problem behavior (e.g. aggression. Self-injurious behavior), among others.
- Assist in the management of behavior that is deemed unsafe.
- Work directly with students who exhibit inappropriate behaviors and provide support and professional learning for staff that work with such students.
- Design and implement data collection systems and assist in interpretation of that data.
- Provide training, professional development, and coaching on effective behavior interventions and strategies.
- Cooperate with staff and administration to promote a positive organizational climate.
- Work with classroom teachers and instructional assistants to model effective behavioral and instructional programming.

**Other Functions**

- Supervise BCBA and BCaBA candidates within the assigned school division, as appropriate.
- Provide necessary supervision for Registered Behavior Technicians (RBT) to maintain certification.
- Serve as a mentor to assigned interns from local universities.
- Collect data and prepare a variety of reports for the purpose of documenting case history, assessments, and treatment.
- Travel from site to site and participate in IEP meetings and other meetings as necessary.
- Perform related duties as assigned.
- Participate in and complete Competent Learner Model (CLM) coach certification.

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

- Must possess ability to establish rapport and work constructively with staff, students, parents, and administration.
- Possess knowledge of related assessments and their analysis/interpretation in regard to student behavior.
- Demonstrate the ability to present analytical data in an articulate manner to a variety of audiences, including oral presentation and written reports.
- Possess leadership qualities and effective organization skills.
- Must possess an understanding of various disabilities and best practices for working with such students.

### **Qualifications / Education and Experience**

- Masters level degree or higher in a Behavior Analyst Certification Board (BACB) approved field
- BCBA Certified
- Licensed Behavior Analyst (LBA)
- Minimum of two years experience in a related field
- Demonstrate the leadership qualities and personal characteristics necessary for working effectively with students, teachers, administrators, and parents.

### **Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Duties performed typically in school settings to include classrooms, gyms, cafeteria, auditorium and recreational areas. While performing this job, the employee is regularly required to stand, walk, sit, use hands to finger, handle or feel, reach with hand, and talk or hear; light lifting up to 40 pounds and other limited physical activities are required. Movement of students by wheelchairs and other mechanical devices may be required.

### **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job. Daily personal and close contact with students to provide classroom management and learning environment support is required. Regular contact with other staff members and parents is required.

**This job description in no way states or implies that these are the only duties to be performed by this employee. The BCBA will be required to follow any other instructions and to perform any other related duties as assigned by the appropriate administrator. Shenandoah Valley Regional Program for Special Education reserves the right to update, revise or change this job description and related duties at any time.**

### **Evaluation**

Performance on this job will be evaluated in accordance with school board policy and administrative regulations on evaluation of professional staff personnel. Although an employee of SVRP, the school division's special education administrator where the BCBA is assigned will complete necessary evaluations as outlined by that school division.