

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

BOARD CERTIFIED BEHAVIOR ANALYST

POSITION: Board Certified Behavior Analyst

REPORTS TO: Supervisor of Special Education

LOCATION: Various Locations

NATURE OF WORK:

This is a professional position to meet the individual needs of students through consultation with staff and families to support progress on IEPs and in the General Education curriculum.

ESSENTIAL FUNCTIONS:

- Assessment and evaluation of student needs;
- Participation in IEP development and IEP meetings and ongoing team support meetings;
- Development of long and short term behavioral goals and supports, consistent with the principles of Applied Behavior Analysis;
- Collaborative consultation with staff and families;
- Supports students with disabilities to maintain Least Restrictive environment;
- Collect and analyze data to support case managers for instructional/behavioral decisions;
- Assist in the development and monitoring of behavioral goals and objectives;
- Support decisions for academic interventions based on best practices for Applied Behavioral Analysis (ABA) principles;
- Provides coaching and modeling of behavioral strategies and data collection systems for staff and administrators;
- Supports students, staff and families through direct modeling of ABA strategies for behavioral and social skills training to students;
- Knowledge of IDEA disabilities and how they can impact academic achievement and behavior;
- Provide site based and district wide professional development based upon identified needs;
- Knowledge of how various disabilities may manifest in the classroom; and
- Knowledge of function-based, positive behavior support plans and protocols and the ability to train staff and families on the implementation in classroom settings.

DUTIES AND RESPONSIBILITIES:

- Ensure that staff and families have the necessary support to allow for IFSP/IEP goals and objectives to be generalized across all settings and are implemented appropriately;
- Collaborates with the IEP Team to ensure students have access to developmentally appropriate activities and grade level curriculum;
- Provide positive communication to team members and families about student progress and achievement;
- Conduct Functional Behavioral Assessments (FBA) to determine the function of behavior;
- Analyze data collected from FBA to develop student specific Behavioral Intervention Plans (BIP) that are function based;
- Focus behavioral interventions on the principles of Applied Behavioral Analysis (ABA);
- Collect and analyze and visually display data to monitor progress on Behavioral Intervention Plans;
- Conduct school training as determined by the IEP and IFSP;

- Deliver site based and district wide professional development in behavioral strategies with a focus on function based interventions;
- Conduct BIP fidelity checks with administrators and or Supervisor of Special Education;
- Develop and communicate to school teams the systematic fade plan of intensive behavioral strategies to ensure skills can be generalized to a natural rate of reinforcement;
- Make recommendations to school-based and central office administrators regarding student and staff needs;
- Collaborates with general/special educators to disseminate information about student needs based on intervention data;
- Assist Supervisor of Special Education in providing support to staff in Regionalized Programs;
- Utilizes data to determine the most effective classroom and behavioral supports (academic/developmental/behavioral/social) for interactions with staff and peers;
- Recommends modifications and scaffolding necessary for each student to access the appropriate behavioral and social interactions with staff and students;
- Communicates positively with families on student progress; and
- Collaborates and communicates with outside agencies regarding student, staff and family supports.

QUALIFICATIONS:

- Possess a Master's degree in special education, behavioral sciences, or related field;
- BCBA certification preferred, or in a program leading to certification;
- Minimum of 3 years of experience in providing behavioral services (e.g., functional assessment, development and implementation of function based Behavioral Intervention Plans, treatment evaluation, crisis intervention) to students with disabilities within the public school setting; and
- Experience working with multidisciplinary teams.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC