



# Township of Union Public Schools

## **BOARD CERTIFIED BEHAVIOR ANALYST (BCBA) TOWNSHIP OF UNION PUBLIC SCHOOLS (TUPS)**

### Job Description

**TITLE: BOARD CERTIFIED BEHAVIOR ANALYST (BCBA)**

#### **QUALIFICATIONS:**

1. Current Board Certified Behavior Analyst (BCBA), as certified by the Behavior Analyst Certification Board (BACB)
2. New Jersey State License for any of the following:
  - a. School Social Worker
  - b. School Psychologist
  - c. Special Education
3. Master's Degree in applied behavior analysis, special education, psychology or related discipline.
4. Minimum of 3 years experience in educational settings. Expert knowledge of intervention planning for developing behavior change strategies that focus on reducing problem behaviors and increasing appropriate behaviors.
5. Preferred - Classroom teaching experience, social work or psychologist.
6. Exhibit a personality that demonstrates interpersonal skills to relate well to students, staff, administration, parents, and the community
7. Evidence of good physical health to fulfill job functions and responsibilities
8. Excellent integrity and demonstrate good moral character and initiative
9. Strong problem-solving skills and ability to communicate
10. Establish and maintain effective relationships with those contacted in the course of work
11. Required criminal history background check, drug screening, and eligibility to work in the United States
12. All applicants must meet NJ residency requirements as per the "New Jersey First Act", N.J.S.A. 52:14-7 (L. 2011, Chapter 70)
13. Such other qualifications of academic, professional, and personal excellence as the Township of Union Board of Education may specify

**REPORTS TO:** Supervisor(s) of Special Education

**JOB GOAL:** To support staff in identifying and improving students behaviors. Provide ongoing professional support, techniques and modeling of behavior intervention support to staff.

**PERFORMANCE RESPONSIBILITIES:**



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1. Work collaboratively with building and district staff to promote positive student behavior by providing professional support that targets research, strategies, and modeling of instructional practices to support staff in their implementation of positive behavior support.
2. Demonstrate expertise in the area of data collection and behavior analysis.
3. Assist case managers/building based psychologists and social workers in writing of comprehensive functional assessments and behavior intervention plans and instructional methodologies for staff.
4. Demonstrate behavior management ideas and/or techniques.
5. Provide training in the use of data collection, positive behavior supports, intervention techniques and instructional methodologies for staff.
6. Assist staff working with children with autism on teaching skill deficits, maintaining acquired skills, teaching self-help skills and developing social skills.
7. Develop materials and provide resources for and provide professional support to administrators, educators, paraprofessionals, and parents/guardians.
8. Attend IEP, eligibility, or other meetings as necessary and provide related behavioral information.
9. Plan and oversee development and implementation of programs, policies and best practices related to instruction using the principles of Applied Behavior Analysis (ABA) for students with Autism and other disabilities.
10. Collect and analyze data, write and revise behavior intervention plans and oversee implementation of these plans.
11. Submit all required documentation on time, i.e. assessments, behavior intervention plans, session logs, etc.
12. Travel to school sites as required for observations, functional behavioral assessments, behavior intervention plans or programmatic recommendations for individual students.
13. Engage parents in the process of creating behavior programs for students in order to empower parents by providing them with skills and techniques to support positive behavior development of their child.
14. Conduct functional behavior assessments, accurately identifying the function of challenging behavior and socially valid, pivotal behaviors to target.
15. Develop behavior plans that recommend individualized, evidence based behavioral strategies in a format accessible to staff, family members, other professionals.
16. Develop strong collaborative relationships and train families, caregivers, and school staff to implement effective techniques across all environments, promoting progress and generalization.



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17. Provide ongoing training of school staff, ensuring treatment integrity and supporting professional growth of staff.
18. Monitor progress and evaluate treatment effectiveness regularly, maintaining high rates of progress.
19. Identify behavior goals and intervention techniques utilizing non-aversive behavior change methods.
20. Select intervention and strategies according to the needs and desires and abilities of the individual, and prepare written behavior interventions and strategies, and support plans.
21. Provide services to students with a variety of needs, including, but not limited to, organizational functioning, skill deficits and problem behavior i.e. aggression, self injurious behaviors, etc.
22. Participate in building level meetings as appropriate.
23. Complete other duties and assist in other areas as needed.

**TERMS OF EMPLOYMENT:** Salary and work year are to be determined by the Superintendent & Board of Education., in accordance with the collective bargaining agreement between the Board of Education and the Union Township Education Association.

**ANNUAL EVALUATION:** The performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

**Approved by:** Township of Union Public Schools

Date:

**Reviewed and Agreed to by:**

Date:

## LEGAL REFERENCES:

N.J.S.A. 1BA:6-7.1

Criminal history record

N.J.S.A. 18A:16-2

Physical examinations: requirement

N.J.A.C 6A:16-5.3

Incident reporting of violence, vandalism, and alcohol and other drug abuse

N.J.A.C 6A:16-11

Reporting potentially missing or abused children

N.J.A.C. 6A:32-6

School employee physical examinations

Immigration Reform and Control Act of 1986, 8 U.S.C.