

Anoka Hennepin Independent School District #11

Position Standard

Board Certified Behavior Analyst (BCBA)

Provide development and direct support of behavioral programming in the Anoka-Hennepin School District as indicated on IEPs and to district programs. Services may include functional behavioral assessment, behavior plan development, development of individualized skill building curricula, staff and parent training, and consultation to all team members.

Essential Functions:

- Consult and implement positive behavior interventions and supports for the students in the Anoka-Hennepin School District.
- Consult, communicate, and work cooperatively with teams to provide appropriate programming for students and maintain a positive work environment for all.
- Conduct functional behavior assessments.
- Implement positive behavior interventions and supports to support student progress, reinforcing positive behaviors, utilizing de-escalation techniques, and redirecting inappropriate behaviors. May be required to use restrictive procedures.
- Support the development and implementation of individualized education plans in accordance with district practice and state and federal requirements.
- Provide training to staff related to behavioral recommendations.
- Help to maintain safety of all students and the environment.
- Utilize data to inform programming decisions and planning for student success.
- Use flexible thinking and adaptability to address student needs and responds calmly during crisis situations, when necessary.
- Ensure compliance with School Board policies and administrative practices, including those procedures outlined in the staff and student handbooks.
- Perform other duties as assigned by Director of Special Education.

Minimum Qualifications:

- Masters Degree in behavior analysis from a college or university accredited by the Association for Behavioral Analysis.
- Board Certified Behavioral Analyst (BCBA or BCBA-D) certified and in good standing with the Behavior Analyst Certification Board (BACB®) or in the process of obtaining the certification.
- Trained in behavior crisis intervention and positive behavioral strategies used to prevent and de-escalate behavior or agree to complete the training within a designated timeframe.
- Ability and willingness to work with students receiving a high-level of special education services.
- Ability to work cooperatively with students and staff; accepting feedback from both special education teachers and supervisor, while continuing to maintain good relationships.
- Experienced and skilled in completing due process paperwork and communicating with parents and other team members.
- Good recordkeeping skills, and well organized and efficient.
- Time management skills to prioritize job tasks.
- Ability/desire to work with technology and computers.

- Willingness to complete training and become a trainer in specific behavior crisis management programs used in district to implement restrictive procedures.
- Excellent oral, written, and interpersonal communication with staff, students, and parents that is maintained during high-stress and crisis situations.
- Ability to travel between buildings during the duty day is required - work may take place in multiple school and community locations, both indoors and outdoors, including students' homes.
- Work occasionally requires exposure to outdoor weather conditions and exposure to bloodborne pathogens and may require wearing of personal protective equipment.
- Requires sufficient ability to respond to aggressive acting out behavior using trained de-escalation techniques.
- Ability to maintain regular attendance, which includes completing an assigned day.
- Ability to perform position responsibilities including physical factors, work devices and materials handling, data functions, and people functions.

Preferred Qualifications:

- Experience or training in the field of education preferred.
- At least one (1) year of professional experience developing and implementing positive support interventions for individuals exhibiting challenging behavior and/or co-occurring intellectual/developmental disability and mental illness with school-aged population preferred.

The following physical capacities are required:

- Strength:** The ability to manage one's own weight and the additional weight of equipment or another person in daily duties.
1. Ability to lift up to 50 pounds weight and up to adult-size body weight with two-to-three-person lift.
 2. Ability to support a student's full body weight up to adult size.
- Flexibility:** The ability to move freely in various directions and the ability to bend or stretch freely in all situations according to work demands.
1. Normal, unrestricted, active range of motion at the back and hips, elbow, shoulder, ankle, knee, neck and wrist.
 2. Functional use of the body in routine movements requiring bending, stretching, reaching, extending, and flexing.
- Endurance:** The ability to maintain effort throughout tasks and the workday, including cardio respiratory endurance.
- Agility:** Ability to tolerate sudden jarring movement. The ability to change body directions rapidly with fluid movement in order to accomplish a task in a smooth and efficient manner.

Constant: pushing, stooping, squatting, repetitive arm, simple grasp, hearing, visual accommodation:

Frequent: standing, walking, lifting, bending, leaning, and repetitive motions.

Occasional: sitting, stooping, kneeling, and crouching.