



Board Certified Behavior Analyst - Autism Services Columbia Regional Inclusive Services (CRIS)

BASIC FUNCTION

The Behavior Analyst will work with early childhood and school-based professionals throughout our four county services area to teach and implement research/evidence based behavior interventions to produce positive behavioral change for regionally eligible children and youth eligible for special education via the category of autism spectrum disorder.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

Columbia Regional Inclusive Services - Autism Spectrum Disorder Team Responsibilities

- Provides training and mentorship to other school-based and early childhood BCBAs regionwide on ethical, socially valid application of behavior analytic interventions within school-based settings (ensuring contextual fit) and in compliance with state and federal special education rules and statutes.
- Facilitates regionwide professional learning communities of school-based BCBAs, providing professional development, resource and curriculum sharing, and addressing shared problems of practice.
- Lead and coordinate special projects related to implementation of innovative, research-based behavior analytic programs and curricula with partnering schools districts and EI/ECSE programs.
- Liaise with clinic-based BCBAs to support students via coordination of IFSPs/IEPs with private service plans (i.e., identify areas to coordinate services and support), to strengthen communication between districts and outside service providers.
- Disseminate latest research findings on behavior analytic methodologies to other early childhood and school-based BCBAs regionwide.
- Provides oversight and technical guidance to registered Registered Behavioral Technician (RBT)/Registered Behavior Analysis Interventionist (RBAI) and other school-based and early childhood professionals implementing behavior analytic interventions.

- Conducts and assists staff regionwide with assessment and evaluation procedures for program planning and/or eligibility determination under the category of autism spectrum disorder (ASD).
- Demonstrates knowledge and expertise regarding autism spectrum disorder including etiologies, underlying characteristics (e.g., theory of mind, executive function, central coherence), developmental course, research-based interventions, and principles of neurodiversity-affirming practices.
- Supervises BCBA candidates.
- Leads, coaches and collaborates with teams in developing interventions, functional behavior assessments and behavior support plans for the purpose of providing a safe and effective educational environment for students.
- Conducts descriptive and systematic behavioral assessments, including functional analyses, and provides behavior analytic interpretations of the results.
- Designs and supervises behavior analytic interventions, including progress monitoring, data analysis and monitoring implementation fidelity, with various school teams.
- Teaches others to carry out ethical and effective behavior analytic interventions and evidence-based practices based on published research and designs and delivers instruction in behavior analysis.
- Develops procedures and training materials for district staff across four county region involved with students with challenging behaviors for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Conducts workshops, training, in-service presentations, etc. in positive behavioral supports, collaborative problem solving, behavioral data collection, analysis, and support planning for the purpose of developing skills and establishing effective interventions for students.
- Works effectively and cooperatively with students, parents, teachers, administrators, support staff, and community members.
- Seeks the consultation of more experienced practitioners when necessary.
- Understands and uses evidenced based practices for students with disabilities (e.g. antecedent-based interventions, task analysis, reinforcement, functional communication training and AAC, visual supports, video modeling, social skills training, cognitive behavioral intervention, etc.)
- Familiar with common core state standards and educational curricula
- Demonstrates strength in
- Demonstrates interest and engagement in professional learning and reflection
- Physical capability to respond to student in order to maintain a safe and supportive school environment
- Participates in personal ongoing professional development, including 24 hours of acceptable continuing education every three years for recertification via the BACB and BARB.
- Maintains records of services to students, staff, teams, and districts and protects confidentiality.

- Meets district, state and federal timelines and legal requirements.
- Other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations
- Current State and Federal laws pertaining to the education of students with disabilities.
- Student rights and welfare in the school and community.
- Continuing education and professional development licensure requirements.
- Educational assessment tools and techniques.

Ability to:

- Adhere to the Professional and Ethical Compliance Code for Behavior Analysts.
- Use a variety of technologies and software programs, such as Microsoft Office Suite, PeopleSoft, Google Suite, district payroll systems and other software programs.
- Communicate in a professional, efficient manner both orally and in writing.
- Remain organized, facilitate meetings and meet project deadlines.
- Support students' social, emotional, and behavioral health.
- Provide consultation to parents, teachers, school personnel and community agencies to enhance the learning and adjustment of students.
- Share appropriate information about students with school personnel, parents, and community agencies.
- Learn and implement Portland Public School's Racial Equity Initiative and other board policies.
- Manage workflow and perform multiple complex and responsible activities simultaneously with constantly changing priorities and deadlines.
- Demonstrate a strong customer service orientation.
- Maintain confidentiality and demonstrate discretion, initiative and good judgment.
- Analyze situations accurately and adopt effective course(s) of action.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.
- Learn and operate a variety of school and office technologies and software.

EDUCATION AND EXPERIENCE

- Master's degree in education, psychology, or other related field required.

- Minimum of 5 years of successful experience in behavioral analysis and intervention, including supporting students in an educational settings.
- Current Certification as a Board Certified Behavior Analyst (BCBA) in good standing with the BACB
- Current licensure as an Oregon Licensed Behavior Analyst

Preferred Qualifications:

- Bilingual or multilingual skills
- Preferred experience in working with children and families who are culturally, linguistically and racially diverse

Special Requirements

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8 and/or High School campus environment with extensive student, parent and public contact and frequent interruptions. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

Remote Work Eligibility: Not eligible.

FLSA: Exempt

Approval Date: November 21, 2022

Bargaining Unit: Portland Association of Teachers (PAT)

Salary Grade: Per contract

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.