

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION

Job Title: Board Certified Behavior Analyst (BCBA)**Department:** Instruction**Calendar:** 11 months/220 days**Grade:** 503c**Date Reviewed:** June 2025**Reports To:** Special Population Coordinator**Purpose of Job**

The Board Certified Behavior Analyst (BCBA) will develop and support district wide behavior improvement systems that empower all staff to transform culture, climate, and instructional practices, so that all learners have equity of voices, resources, opportunities and expectations across the district. In conjunction with the Behavior Coordinator, the BCBA will provide opportunities for a multi-tiered systems of supports to staff. The purpose of this job is to provide support for multi-tiered systems and a positive approach to school- wide behavior in all schools. The BCBA supports staff in conducting descriptive and systematic behavioral assessments, including functional analyses, and providing behavior analytic interpretations of the result. The BCBA teaches others to carry out ethical and effective behavior analytic interventions based on published research and designs and delivers instruction in behavior analysis.

Essential Duties and Responsibilities:

The following duties are typical for this job. These are not to be construed as exclusive or all inclusive. Other duties may be required and assigned.

- Focuses on school-based professional development/learning for each of their schools.
- Implement multi-tiered systems of support focused on the development of structures, processes, and measures for academic, social, emotional, and behavioral growth of all students.
- Provide supervision, modeling, coaching, and shadowing to staff for the purpose of providing resources and training in implementing Positive Behavior Plans and Behavior Intervention Plans.
- Work collaboratively with Social Emotional Learning Department to facilitate social skills training programs for the purpose of assisting students in training for peer interactions, participation in tier 1 settings, behavior management, taking care of personal needs, and applying strategies for self-regulation.
- Coach and support building-level faculty and staff with positive behavior plans and behavior intervention plans.
- Recommend to teachers, support staff, parents, and other personnel appropriate strategies for positive behavior plans for individuals and assist in revolving the unique behavior and/or disciplinary concerns of such students.
- Thoroughly reviews each student's psychoeducational evaluation, to include the functional behavior assessment and behavior intervention plan, prior to making recommendations
- Actively participates in a Professional Learning Community by collaborating with colleagues and discussing ways to promote optimal student development.
- Participates as a member in data team meetings to assist with behavior skill deficit identification, survey level assessment, intervention and progress monitoring design, and data-based decision-

making to allow students to reach their potential.

- Consults with teachers and other educational staff to promote positive learning environments, provide strategies for motivating students to engage in the educational process, and support effective instruction at all levels of educational service.
- Consults with parents to build home-school connections, teach/promote positive parenting techniques, and connect parents with community resources.
- Consults with students to promote self-advocacy, teach problem-solving skills, and assist with goal setting and monitoring of skill attainment.
- Participates as a member of Behavior Support Team Meetings, and support teams as necessary, whose purpose it is to develop positive behavior plans for students, recommending appropriate behavior intervention strategies and educational services necessary for children to achieve optimal educational progress.
- Consults with outside service providers (i.e. physicians, counselors, psychologists/psychiatrists personnel of social welfare agencies and/or juvenile court) in accordance with the needs of the student and/or requests of the parent to facilitate collaborative relationships in support of learning.
- Develop/assist with individual behavior management programs for students in the classroom, home and or general education setting.
- Facilitate Behavior Support Team meetings with classroom teachers/related service providers, registered behavior technicians, administrators.
- Provide guidance for and indirect monitoring of staff (RBT Supervision)
- Maintains professional identity by engaging in learning activities to discuss and implement research-based best practices.
- Keeps abreast of current behavior research that will optimize student outcomes. Demonstrates knowledge of, and adherence to, professional ethical standards.
- Provides expert in-service training of school personnel in the relevant areas of need. Performs such other tasks as may be assigned
- Support all aspects of district-level behavior data collection, analysis, and application to improve behavioral practices and outcomes, with a focus on identifying and addressing disproportionality to ensure equitable supports for all Directly support students when necessary.

Minimum Training and Experience Required to Perform Essential Job Functions:

- Certification: Board Certified Behavior Analyst
- Commitment to the belief that all students can learn and to the mission of educational equality.
- Capacity to define a vision, build teams and achieve results despite obstacles.
- Experience in strategic planning, leadership techniques, and coordination of people and resources.
- Training and experience working with students who exhibit challenging behaviors, which interfere with their learning or that of others.
- Extensive knowledge in educational behavior initiatives; Restorative Practices, MTSS-Behavior, PBIS, RTI, etc.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Has good organizational, management, interpersonal, and technical skills. Is able to use

independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

REQUIRED SKILLS, ABILITIES AND PHYSICAL REQUIREMENTS:

- Must be able to do occasional lifting, carrying, pushing and/or pulling of up to 30 pounds, standing, sitting, walking, bending, stooping or kneeling;
- Must be able to traverse school facility;
- Must have significant fine finger dexterity;
- Must be able to operate standard office equipment including pertinent and required software applications;
- Must possess excellent language skills (verbal and written) requiring the ability to read informational documentation, directions, instructions, policies and procedures related to this job, requiring the ability to give assignments and/or directions to co-workers, assistants, supervisors, students and parents/guardians, requiring the ability to deliver verbal and written communications in English language;
- Must possess excellent interpersonal skills with ability to interact with people (staff, supervisors, parents/guardians, students) and maintain professionalism and tact in all situations, including emergent ones, must be able to maintain constructive relationships;
- Must possess excellent organizational skills and attention to detail;
- Must be able to perform multiple, highly complex, technical tasks with periodic need to enhance skills in order to meet changing job conditions.
- Must be able to apply assessment instruments and analyze data and possess problem-solving skills.
- Must be able to make independent judgments in absence of supervision.

ATTENDANCE:

A regular and dependable level of attendance is an essential function for this position.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Employee's Munis Number

Date

Date