

Pathway Mission Statement

The Pathway School develops and implements innovative, quality programs and services that enrich the lives of children and young adults with special needs. Pathway builds the independence of its students in a nurturing and challenging environment that best prepares them for life after Pathway. Throughout all this growth, the school's mission has remained the same: to build academic, social and life skills in students with special needs to promote their success and independence after Pathway.

POSITION: Board Certified Behavior Analyst – BCBA

POSITION SCHEDULE: 12 month schedule (Education model/ School Year + ESY)
Monday thru Friday, 7.5 hours per day

DEPARTMENT: Psychological Services

RELATIONSHIPS: Reports to the Coordinator of Pupil Services

FUNCTIONS: Primary function is to be responsible for the completion of behavioral assessments, the development of intervention programs, data collection and analysis, team collaboration and training to assist program personnel in managing student behaviors within an educational and/or vocational setting and within the PBIS framework.

QUALIFICATIONS:Education:

- Masters Degree in School Psychology, Counseling, Behavior Analysis, General Psychology or comparable field;
- Must be a Certified BCBA

Experience:

- A minimum of three (3) years experience in behavior management relative to a special education environment, consulting in a school environment with a successful track record of data collection, observation, analysis and mentoring/coaching;
- A minimum of three (3) years experience developing behavior plans for school-age individuals having neurological based emotional and/or behavioral problems.

Knowledge, Skills and Abilities:

- Must possess good interpersonal, oral and written communication skills;
- Must have above-average knowledge of positive support and behavior management models, functional assessments, data collection and analysis;
- Must have working-knowledge of the Pennsylvania Department of Education regulations;
- Must exhibit consultative qualities relative to coaching and mentoring;
- CPI Certification in crisis prevention and safety holds;
- Physical activities can include driving, walking, climbing stairs and could include working in both an indoor environment as well as an outdoor environment (cold/hot). Must be able to actively participate in crisis situation.

Core Competencies:

- Ability to Manage Change (flexibility);
- Ability to Provide a High Level of Customer Service (collaborate, negotiate and problem-solve);
- Ability to Provide Professional Services to both internal and external customers (approachability and positive leadership);
- Ability to be Innovative and Creative.

Compliance:

- Must comply with Act 168 and submit a completed Sexual Misconduct Form.
- Must be able to obtain and maintain a satisfactory PA criminal background check, Child Abuse & FBI clearances and pass a drug test, as well as, a TB Test;
- Must be able and willing to drive and have a valid PA driver's license.

Physical Requirements:

This position requires a high level of energy. Physical activities can include both sitting and standing for long periods of time; lifting, climbing, bending/stooping, grasping and pulling. Must have full range of motion in order to provide possible emergency care and/or administer effective/safe CPI techniques. This position requires walking and could include working in both an indoor environment as well as an outdoor environment (cold/hot).

Job Overview

1. Supports School-wide Behavior Program through the collection of measurable behavior data, assessment and analysis resulting in FBAs (Functional Behavior Assessments).
2. Supports Behavior Interventionists, PCAs and education staff in the proper application of FBAs within the classroom to ensure student success and a positive outcome. This includes training to assist in the implementation of these plans..
3. Oversight of the collection of behavioral data, analysis and reporting conducted by the behavior team and education staff.
4. Responds to requests for consultations and evaluations related to students' behaviors.
5. Reviews student records to gather information needed to develop Functional Behavior Assessments and Functional Behavior Plans that will be implemented as part of the student's IEP.
6. Conducts observations across settings relative to problem behaviors for data collection purposes and monitoring of behavior support plans.
7. Conducts interviews and assessments with family members and/or team members to aid in the development of student plans.
8. Meets with team members to review the FBA results and propose the Functional Behavior Plan.
9. Attends IEP meetings as needed.

10. Consults and collaborates with education department administrators to assess the integrity of implemented behavior program and plan specific to the students under review.
11. Provides observations and recommendations for potential student admissions, relative to the student's behavioral needs.
12. Performs any other duties consistent with the functions for which qualified, as assigned by an appropriate supervisor.