ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT CERTIFICATED POSITION DESCRIPTION

BOARD CERTIFIED BEHAVIOR ANALYST 10 M

POSITION: **Board Certified Behavior Analyst 10 M**

REPORTS TO: **Supervisor of Special Education**

LOCATION: **Various Locations**

NATURE OF WORK:
This is a professional position to meet the individual needs of students through consultation with staff and families to support progress on IEPs and in the General Education curriculum.

ESSENTIAL FUNCTIONS:
- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate courteously and tactfully with staff, students, parents, and the community in a timely manner
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of function-based, positive behavior support plans and protocols and the ability to train staff and families on the implementation in classroom settings
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School
- Possess knowledge of IDEA disabilities and how they can impact academic achievement and behavior
- Possess knowledge of how various disabilities may manifest in the classroom;
- Ability to address and advocate for issues related to disproportionality across the continuum of school-based mental and behavioral services
- Ability to collaborate with a wide range of staff to attain positive outcomes on behalf of behaviorally challenged students and their families

DUTIES AND RESPONSIBILITIES:
- Assesses and evaluates student needs, and develops long and short-term behavioral goals and supports, consistent with the principles of Applied Behavior Analysis
- Supports students with disabilities to maintain Least Restrictive environment
- Supports students, staff and families through direct modeling of ABA strategies for behavioral and social skills training to students
- Collects and analyzes data to support case managers for instructional/behavioral decisions
- Participates in IEP development, attends IEP meetings, and ongoing team support meetings
- Ensure that staff and families have the necessary support to allow for IFSP/IEP goals and objectives to be generalized across all settings and are implemented appropriately

- Collaborates with the IEP Team to ensure students have access to developmentally appropriate activities and grade level curriculum
- Provides positive communication to team members and families about student progress and achievement
- Conducts Functional Behavioral Assessments (FBA) to determine the function of behavior
- Analyzes data collected from FBA to develop student specific Behavioral Intervention Plans (BIP) that are function-based
- Focuses behavioral interventions on the principles of Applied Behavioral Analysis (ABA)
- Collects and analyzes and visually display data to monitor progress on Behavioral Intervention Plans
- Assists in the development and monitoring of behavioral goals and objectives
- Provides coaching and modeling of behavioral strategies and data collection systems for staff and administrators
- Conducts school training as determined by the IEP and IFSP
- Delivers site-based and district-wide professional development in behavioral strategies with a focus on function based interventions
- Conduct BIP fidelity checks with administrators and or Supervisor of Special Education
- Develops and communicates to school teams the systematic fade plan of intensive behavioral strategies to ensure skills can be generalized to a natural rate of reinforcement
- Makes recommendations to school-based and central office administrators regarding student and staff needs
- Collaborates with general/special educators to disseminate information about student needs based on intervention data
- Assists Supervisor of Special Education in providing support to staff in Regionalized Programs
- Utilizes data to determine the most effective classroom and behavioral supports (academic/developmental/behavioral/social) for interactions with staff and peers
- Recommends modifications and scaffolding necessary for each student to access the appropriate behavioral and social interactions with staff and students
- Communicates positively with families on student progress
- Collaborates and communicates with outside agencies regarding student, staff and family supports
- Performs other related and nonrelated job duties as assigned

QUALIFICATIONS:
Required:
- Master's degree in special education, behavioral sciences, or related field
- BCBA certification or in a program leading to certification
- Three (3) years of experience in providing behavioral services (e.g., functional assessment, development and implementation of function based Behavioral Intervention Plans, treatment evaluation, crisis intervention) to students with disabilities within the public-school setting

Preferred:
- Experience working with multidisciplinary teams

TERM OF EMPLOYMENT:
Full-time ten-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC Specialist Career Ladder for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC
Updated 07.2024, 04.2025