



DPS109 Job Description

Board Certified Behavior Analyst

GENERAL INFORMATION

<i>TITLE</i>	Board Certified Behavior Analyst
<i>DEPARTMENT</i>	Student Services
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	LBS1, School Social Worker, School Psychologist, or related student services endorsement
<i>ADDITIONAL CERTIFICATION</i>	Board Certified Behavior Analyst (BCBA) or Licensed Behavior Analyst (LBA) via the Behavior Analyst Certification Board is highly preferred
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Non-exempt
<i>REPORTS TO</i>	Director(s) of Student Services and/or Building Administrators
<i>SUPERVISORY RESPONSIBILITIES</i>	N/A
<i>PRIOR EXPERIENCE</i>	A minimum of three years of successful experience working with students who present behavioral, social emotional, or developmental needs in a school setting. Experience conducting functional behavior assessments, developing behavior intervention plans, and providing training to staff.
<i>EVALUATION</i>	Evaluated by the Principal, Assistant Principal, and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures beginning in the year 2016, and other sources of data. The evaluation cycle for teachers not in continued contractual service (tenure) shall be one school year. The evaluation cycle for teachers who have attained tenure in District 109 shall be two school years unless job performance is deemed as “needs improvement” or “unsatisfactory.”

JOB GOAL(S)

Under general supervision, the employee will:

- Provide expert behavioral consultation, assessment, intervention planning, and professional learning to support students with behavioral and social emotional needs. Promote safe and supportive learning environments by collaborating with school teams, families, and district personnel to implement effective, data driven, and research supported behavioral practices aligned with district standards and legal requirements

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

Behavioral Assessment and Planning

- Conduct functional behavior assessments and analyze data to determine the function of challenging behaviors.
- Develop individualized behavior intervention plans that align with district procedures, IDEA, Illinois regulations, and best practices in Applied Behavior Analysis.
- Maintain accurate documentation of assessments, interventions, and related support plans.

Intervention and Student Support

- Provide direct and consultative support to students exhibiting behavioral challenges across general and special education settings.
- Assist school teams with development, implementation, and monitoring of behavior programming for students with autism, emotional disabilities, developmental delays, and related needs.
- Support staff in managing crisis situations in accordance with district and state guidance.

Staff Collaboration and Professional Learning

- Provide professional development on behavior principles, data collection, classroom management, positive behavioral

- supports, and crisis intervention strategies.
- Coach and model intervention strategies for teachers, paraprofessionals, and related service providers to promote consistent implementation.
- Participate in problem solving meetings, IEP meetings, and student review teams.

Consultation and Family Partnership

- Engage parents and guardians to promote consistency between home and school environments.
- Communicate student progress, behavior programming, and recommended supports in a clear and culturally responsive manner.
- Collaborate with outside providers, community supports, and other professionals as appropriate.

Data Collection and Progress Monitoring

- Develop systems for data collection, monitor fidelity of implementation, and adjust interventions based on data.
- Prepare reports, summaries, and documentation required for evaluation, compliance, and program improvement.

District and School Support

- Participate in district initiatives, committees, and team based problem solving structures.
- Provide input on schoolwide and districtwide behavioral systems, including Multi Tiered Systems of Support.
- Remain current in research supported behavioral practices and maintain required professional credentials.

MENTAL DEMANDS

Knowledge

The employee possesses knowledge of behavior analysis, positive behavior supports, assessment practices, instructional strategies for diverse learners, crisis intervention procedures, and the developmental characteristics of children. The employee understands applicable legal mandates and district policies related to behavioral services.

Ability

The employee shall engage in effective collaboration with colleagues; maintain accurate records; communicate clearly in oral and written form; read, interpret, and apply policies and procedures; manage schedules and timelines; exercise professional judgment; problem solve using data; and work cooperatively with staff, administrators, families, and community members.

Education/Preparation

The employee shall possess a Master's Degree in Applied Behavior Analysis, Special Education, Psychology, or a related discipline. The employee shall possess current Board Certified Behavior Analyst certification and Illinois educator licensure, and shall maintain required professional credentials in accordance with state and national standards.

Reasoning

The employee shall possess the ability to define problems, collect data, establish facts, and draw valid conclusions. The employee shall apply critical thinking in complex situations, interpret technical instructions provided in written or oral formats, and respond to both abstract and concrete variables in a variety of settings.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk, hear, and use hands to handle or operate materials and equipment. The employee may occasionally be required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and move up to 30 pounds. Specific vision abilities required include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

While performing the duties of this job, the employee regularly works within an educational environment and may occasionally work outdoors. The noise level is typical of school settings and considered moderate. The employee works with students of varying ages and abilities and is directly responsible for their safety, well-being, and work output. Duties may occasionally be performed in libraries, cafeterias, parking lots, gymnasiums, auditoriums, hallways, playgrounds and on field trips away from the school.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

ADOPTED

- December 12, 2025