

LAGUNA BEACH UNIFIED SCHOOL DISTRICT
Job Description: Behavior Specialist (BCBA)

BASIC FUNCTION:

Under the supervision of the Director of Early Learning and in coordination with the Director of Special Education, school-based administration, and staff at assigned sites, the Board Certified Behavior Analyst (BCBA) provides both direct and indirect services. These services include instruction, collaboration, consultation, and professional development related to evidence-based behavioral methodologies and curriculum adaptations for students with significant behavioral needs, including those with Autism Spectrum Disorder. The BCBA actively contributes to the design, implementation, and monitoring of positive behavior intervention plans to support students' access to instruction and educational progress within a Multi-Tiered Systems of Support (MTSS) framework, ensuring services are delivered in the least restrictive environment.

ESSENTIAL DUTIES:

- Implement Behavior-Analytic Interventions by working directly with students to teach replacement behaviors, social skills, self-regulation strategies, and coping mechanisms
- Provide instruction in communication, academics, daily living, and social skills using Applied Behavior Analysis (ABA) principles
- Provide guidance and ongoing collaboration with Registered Behavioral Technicians (RBTs) to support fidelity of implementation, data collection, implementation of behavior plans, and student progress
- Collect ongoing data during sessions, graph progress, and make data-driven decisions to adjust interventions
- Ensure that students can apply newly learned skills across various settings (classroom, recess, and home) and maintain them over time
- Conduct Functional Behavior Assessments (FBAs): Observe students, collect data, and analyze behavior to identify the function (reason) behind challenging behaviors
- Develop Behavior Intervention Plans (BIPs): Create individualized, evidence-based plans tailored to each student's needs, based on comprehensive assessment data
- Collaborates with teachers, administration, and staff regarding students with behavioral challenges
- Develops, plans, and provides, or supports the provision of, positive behavior interventions and programs for students, classrooms, and school sites
- Develops and provides training to, and coordinates the work of, instructional assistants and other staff implementing positive behavior intervention programs
- Consults with principals, school psychologists, teachers, and other specialists in developing, monitoring, and evaluating positive intervention strategies for general education and special education students
- Demonstrate innovative, creative techniques of instruction for students with maladaptive behaviors; promote classroom structure and behavior management techniques appropriate for students with maladaptive behaviors
- Collaborates with multi-disciplinary team members upon referral and provides support and coordination for students with behavioral challenges, including coordinating with staff, parents, and other professional behavior supports for challenging behaviors
- Mentor and assist staff with the implementation of learning strategies

OTHER REPRESENTATIVE DUTIES:

- Participate in training and professional development as needed

- Participate in staff meetings as requested; attend various in-service meetings as assigned; participate in parent conferences as requested
- Provides training designed for parents and caregivers as needed
- Perform related duties as assigned

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- General education and special education classroom environments and standards of learning
- Federal and state laws that apply to the assessment of students referred due to challenging and disruptive behaviors in a school setting
- IDEA and Behavior Analyst Certification Board (BACB) guidelines to address behavior and develop positive behavior support plans
- Understanding of the physical, intellectual, developmental, social, and emotional growth patterns of students
- Crisis Response Interventions
- Practices, procedures, and techniques used in Applied Behavior Analysis, Evidence-Based Practices, and educational plans for students
- Effective supervision and training techniques
- Applicable sections of the State Education Code and other related laws
- Positive behavior intervention and supports

Ability to:

- Provide training and consultation to assigned behavior intervention program personnel to facilitate the proper development and implementation of educational plans for students
- Conduct assessments that conform to IDEA and BACB to address behavior, including functional behavior assessments
- Conduct assessments to address skills acquisition and social skills; provide recommendations to the team based on the findings of each assessment as it relates to classroom performance and the ability of students to access the curriculum
- Use evidence-based research to provide effective treatment and program recommendations
- Collaborate with teachers, administrators, staff, parents, and outside agencies to ensure efficient program activities
- Develop and implement positive, proactive, and practical behavioral programs for students
- Analyze behavioral problems, educational needs, and activities
- Work collaboratively with all stakeholders throughout the IEP process
- Effectively communicate with parents, teachers, and other program staff
- Respond to questions, inquiries, and complaints from parents, students, teachers, and representatives from other school districts and non-public schools
- Learn department and program objectives and goals
- Analyze situations accurately and adopt an effective course of action
- Work independently on a variety of program assignments at various school locations
- Work cooperatively with others

MINIMUM QUALIFICATIONS

Education: Bachelor's and Master's degrees from an accredited university. A Master's Degree in a related field is required.

Experience: At least three years of experience working with school-aged children in applied behavior analysis instruction

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Licenses, Certifications, and other requirements:

Current Board Certified Behavior Analyst Certification (BCBA)

Experience and Training in Crisis Prevention Intervention (CPI) is preferred

Personal Qualities:

- Independent worker
- Maturity and good judgment
- Personal appearance that establishes a professional example for students
- Willingness to assume a wide range of responsibilities
- Willingness to learn new skills
- Willingness to continuously improve
- Pleasant interpersonal skills
- Good organizational skills
- Commitment to professional courtesy
- Commitment to professional responsibility
- High intrinsic motivation

WORKING CONDITIONS**Environment:**

- School and classroom environment
- Moderate noise level
- Outdoor weather conditions
- Travel between school sites is required, including non-public schools

Physical Requirements:

The physical demands described here are representative of those required of an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the employee is required to demonstrate:

- Ability to stand or sit for extended periods of time.
- Ability to frequently reach, grasp, stoop, bend, push, pull, kneel, squat, and twist to store or retrieve materials
- Ability to frequently lift, push, pull, and/or move up to 15 pounds, occasionally move or lift up to 25 pounds, and occasionally move or lift up to 50 pounds with assistance.
- Ability to see for the purposes of reading instructional materials, documents, and other printed matter, for observing students, and for the safe operation of equipment
- Ability to hear and understand speech at normal levels in person or on the telephone
- Ability to communicate so that others will be able to clearly understand a normal conversation
- Ability to operate office equipment with dexterity in a safe and efficient manner

Mental and Emotional Requirements:

- Ability to understand and follow oral and written directions
- Ability to work independently with little direction
- Ability to concentrate to meet numerous deadlines
- Ability to establish and maintain effective working relationships with others
- Ability to make independent decisions to respond to numerous requests and deadlines, and to prioritize assignments
- Ability to exchange information

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- Ability to monitor student activities
- Ability to learn the procedures, functions, and limitations of assigned duties