

Behavior Certified Behavior Analyst (BCBA) – Full-Time SY 2025 – 2026

Position Type:
Student Services

Date Posted:
4/15/2025

Location:
MOESC Student Services

Date Available: Until Filled



Title: Board Certified Behavior Analyst (BCBA)
Reports To: Director of Student Services
Employment Status: Full-Time
Days: As Determined by the Director of Student Services
FLSA: Administrative, Exempt

GENERAL DESCRIPTION

Monitor, analyze, and treat students with behavioral challenges. This includes developing and implementing behavior intervention plans, crisis prevention plans, and Individualized Educational Programs. Supervise support staff in identifying and working through problem behaviors and providing techniques and modeling of behavior intervention. Provides ongoing professional development in the area of behavior to all staff.

REQUIRED QUALIFICATIONS

- Current Board-Certified Behavior Analyst (BCBA, as certified by the Behavior Analyst Certification Board (BACB)
- Master's degree in applied behavior analysis, special education, psychology or related discipline.
- Minimum of 3 years' experience as a Board-Certified Behavior Analyst.
- Expert knowledge of intervention planning for developing behavior change strategies that focus on reducing problem behaviors and increasing appropriate behaviors

ESSENTIAL FUNCTIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



- Work collaboratively with building and district staff to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support staff in their implementation of positive support and Positive Behavioral Interventions and Supports (PBIS).
- Demonstrate expertise in the area of data collection and behavior analysis.
- Assists case managers/building based psychologists and social workers in writing of comprehensive functional assessments and behavior intervention plans and instructional methodologies for staff.
- Demonstrate behavior management ideas and/or techniques.
- Provide training in the use of data collection, positive behavior supports, intervention techniques and instructional methodologies for staff.
- Assist staff working with children with autism on teaching skill deficits, maintaining acquired skills, teaching self-help skills and develop social skills.
- Develop materials and provide resources for and provide professional development to administrators, educators, paraprofessionals and parents/guardians.
- Attend IEP, eligibility, or other meetings as necessary and provide related behavioral information.
- Work with students who exhibit maladaptive/unexpected behaviors and provide support and professional learning for staff who work with such students.
- Travel to school sites as required for observations, functional behavioral assessments, behavior intervention plans, or programmatic recommendations for individual students.
- Engage parents in the process of creating behavior programs for students in order to empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- Conducts functional behavior assessments and educational assessments, accurately identifying the function of challenging behavior and socially valid, pivotal behaviors to target.
- Develops treatment plans that recommend individualized, evidence-based behavioral strategies in a format accessible to staff, family members, other professionals.
- Develops strong collaborative relationships and trains families, caregivers, and school staff to implement effective techniques across all environments, promoting progress and generalization.
- Provides ongoing training of school staff, ensuring treatment integrity and supporting the professional growth of staff.
- Monitors progress and evaluate treatment effectiveness regularly, maintaining high rates of progress.
- Identifies behavior goals and intervention techniques utilizing non-aversive behavior change methods.
- Selects intervention and strategies according to the needs and desires and abilities of the individual, and prepares written behavior interventions and strategies, and support plans.

- Completes reports and other paperwork within the established timeframes.
- Participate in building-level meetings as appropriate.
- Participates in professional development that relates to the position
- Technical: Able to work with district technology systems to include special education IEP software. Able to utilize Google Suite, including but not limited to, Google Docs, Google Sheets, etc.
- Interpersonal: The candidate must exhibit excellent communication skills and be able to work collaboratively with staff, students and parents. Must be able to model and implement behavior strategies to support staff and students struggling with behavior. Must exhibit sound judgment in dealing with people. Must have strong organizational skills. Must be able to maintain harmonious relationships with staff, students, and parents
- Complete other duties as assigned

SUPERVISORY RESPONSIBILITIES

The purposes of supervision are to improve and maintain the behavior-analytic, professional, and ethical repertoires of the faculty and facilitate the delivery of high-quality behavior-analytic services. Effective behavior-analytic supervision includes:

- Development of performance expectations
- Observation, behavioral skills training, and delivery of performance feedback
- Modeling technical, professional, and ethical behavior
- Guiding behavioral case conceptualization, problem-solving, and decision-making repertoires
- Review of written materials (e.g., behavior programs, datasheets, reports)
- Oversight and evaluation of the effects of behavioral service delivery

WORKING CONDITIONS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Occasional exposure to blood and bodily fluids
- Occasional interaction among unruly students/adults, including the need to intervene physically in crisis prevention
- Physical abilities include standing, walking, sitting for extended periods, operating a computer, talking/hearing, near and far visual acuity/depth perception/color vision/field of vision required and occasionally to reach with hands and arms



EVALUATION

Performance of this job will be evaluated by the Director of Student Services according to Mid-Ohio ESC board policy. The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of all responsibilities, duties, and skills required for the position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned by the supervisor, appointing authority or designee.



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