

Board Certified Behavior Analyst

The Howard County Public School System (HCPSS) is one of the leading school systems in the state of Maryland and the nation. In alignment with our [*Strategic Call to Action*](#), our mission is to ensure academic success and social emotional well-being for our approximately 57,000 students in an inclusive and nurturing environment that closes opportunity gaps. To learn more about employment with HCPSS, please visit <https://www.hcpss.org/employment/>.

DESCRIPTION

Under the supervision of the Executive Director of Special Education, the Board-Certified Behavior Analyst works closely with Department of Special Education staff, teachers, administrators, curriculum staff and families to provide instructional support for students with disabilities.

ESSENTIAL POSITION RESPONSIBILITIES

- Carries out the vision/mission of the Howard County Public School System and the priorities of the Department of Special Education (DSE).
- Coordinates individualized instructional and behavioral programs for students with Individual Education Programs (IEP) based on the principles of Applied Behavior Analysis (ABA).
- Demonstrates an understanding of ABA principles and how to practically apply them to programming for students with disabilities in the school environment.
- Demonstrates knowledge of current research-based interventions for behavior.
- Provides initial and ongoing training on ABA for school and central office staff including modeling/coaching and practices for analyzing data to measure intervention effectiveness.
- Provides consultation to school and central office staff related to skill acquisition, behavior reduction, data collection/analysis and related topics.
- Monitors the fidelity of implementation for instructional procedures and behavior intervention plans.
- Provides program consultation and facilitates processes for the data collection and analysis to assist with the development of individualized programming for students receiving special education services.
- Guides the selection of and/or administers assessment tools to inform instructional programming (e.g., ABLLS-R, VB-MAPP) and processes used to address behavior reduction (e.g., FBA, FA).
- Maintains required documentation (e.g., reports, logs, summaries) for all program/school assignments.
- May attend or provide consultative support for staff to participate in IEP team meetings.
- Collaborates with DSE support staff (e.g., instructional facilitators, specialists, resource teachers) as well as other service providers/members of the IEP team including teachers, related services (e.g., S/LP, OT), parents, advocates, etc. to develop behavior intervention plans.
- Participates on committees and workgroups established to assist the DSE leadership with implementing a tiered service delivery model or related approaches to support students and staff.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

MINIMUM QUALIFICATIONS

Applicants must meet all the following qualifications, listed below, to be considered for the vacancy.

Education:

- Bachelor's degree from an accredited college or university in education or a behavioral science field to include psychology and other subjects related to the field of behavioral science.

Certification:

- Possession of a Board-Certified Behavior Analyst (BCBA) certification issued by the Behavior Analyst Certification Board (BACB).
- Possession of a valid Behavior Analyst License issued by the Maryland Board of Professional Counselors and Therapists, or proof of eligibility as evidenced through a submitted licensure application.

Experience:

- Two (2) years successful experience designing and implementing ABA programming, conducting data analyses, and/or training and supervision of staff in ABA.
- Knowledge of special education procedures and processes.
- Evidence of a thorough knowledge of appropriate instructional practices for use with children with disabilities and experience with supporting families.
- Evidence of competence in written and oral expression.
- Evidence of recent leadership roles and/or experiences.

PREFERRED QUALIFICATIONS

- Graduate degree in Applied Behavior Analysis.
- Experience providing persons with disabilities direct services aligned with ABA.
- Evidence of ability to work cooperatively with staff, parents, students, and community groups.
- Skill and experience in data analysis and application.
- Proficient skill in utilizing computer-based tools for data collection (e.g., Excel).
- Experience providing professional development, facilitating workshops and/or teaching at the university level.

SELECTION REQUIREMENTS

Applicants who meet the minimum qualifications will be included in further evaluation. The evaluation may be a rating of your application based on your education, training, and experience as they relate to the requirements and preferred qualifications of the position. Therefore, it is essential that you provide complete and accurate information on your application. Please report all related education, dates, and hours of work. Clearly indicate your college degree and major on your application, if applicable.

For education obtained outside the U.S., any job offer will be contingent on the candidate providing an evaluation for equivalency by a [foreign credential evaluation service](#) prior to starting employment (and may be requested prior to interview).

EMPLOYMENT INFORMATION

This is an 11-month per year position in the Howard County Educators Association (HCEA) employee bargaining unit. The current salary range for this position is on the [11-Month Teacher Salary Scale](#). Actual placement will be in accordance with the salary procedures of the Howard County Public School System and the HCEA Master Agreement which considers relevant prior experience. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION REQUIREMENTS

Complete applications must be submitted by the closing date. Information submitted after this date will not be added. Incomplete applications will not be accepted. Resumes will not be accepted in lieu of a completed application.

Only applicants who submit all the requested information by the closing date of the vacancy will be considered for this position. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experience and education which most closely match the position qualifications and the needs of the school system.

Please note that a completed application includes:

- A complete application form that includes a listing of employment locations with dates of employment and names of direct supervisors.
- All supplemental materials (i.e.: resume, letter of introduction, transcripts) are required to verify that you meet the minimum qualifications.

For questions regarding this vacancy, please contact:

Sandy Saval
Human Resources Business Partner
Office of Human Resources
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Equal Opportunity Employer

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.