



NILES TOWNSHIP HIGH SCHOOL DISTRICT 219

7700 Gross Point Rd
Skokie, IL 60077
847-626-3000
www.niles219.org

Board Certified Behavior Analyst (BCBA)

REPORTS TO: Director of Special Education

POSITION OBJECTIVE: Provide behavioral and social-emotional supports to students with disabilities through the development, implementation, and monitoring of evidence-based behavioral interventions. Collaborate with staff, families, and multidisciplinary teams to promote regulation, skill development, independence, and access to the educational environment. Services are delivered in alignment with IDEA, IEP requirements, district policies, and applied behavior analysis (ABA) principles.

MINIMUM QUALIFICATIONS:

1. Illinois Professional Educator License (PEL) required
2. Bachelor's degree required; Master's degree preferred
3. LBS1 or School Psychologist endorsement preferred
4. Certification through the Behavior Analyst Certification Board (BCBA)
5. Knowledge of behavioral characteristics associated with Autism, Emotional/Behavior Disorders, Intellectual Disabilities, and related needs
6. Experience supporting students with complex adaptive, behavioral, sensory, or communication needs
7. Ability to assist students with daily living and life skills, including feeding, toileting, mobility support, and personal care, while promoting independence.
8. Ability to safely lift, support, and assist students as needed, including occasional physical handling and transport, in a manner consistent with best practices and student safety protocols.
9. Ability to coach staff in effective behavior management and instructional techniques
10. Ability to participate in approved behavior management procedures, including Nonviolent Crisis Intervention (NVC), and apply crisis-response strategies as needed
11. Experience working successfully in a diverse, multicultural environment preferred

REQUIRED SKILLS:

- Knowledge of applied behavior analysis (ABA) principles, including reinforcement, prompting, discrete trial instruction, natural environment teaching, and activity schedules
- Ability to conduct and support functional behavior assessments (FBAs)
- Ability to develop, implement, and monitor behavior intervention plans (BIPs) and crisis plans
- Ability to plan, prepare, and deliver effective instruction aligned to IEP goals in functional academics, communication, adaptive behavior, and life skills.
- Knowledge of instructional strategies, assessment practices, and curriculum standards.

- Knowledge of IDEA, special education procedures, and compliance requirements
- Ability to collect, analyze, and summarize behavioral data to guide decision-making
- Ability to use and model research-based classroom management and individualized behavioral interventions
- Ability to use and model research-based classroom and individualized instructional interventions such as activity schedules, reinforcement principles, effective communication strategies, prompting procedures
- Strong written and verbal communication skills
- Ability to collaborate effectively with teachers, support staff, related service providers, administrators, and families
- Ability to model and coach staff in evidence-based behavioral and instructional practices
- Ability to maintain confidentiality and professional boundaries
- Strong organizational and time-management skills
- Commitment to ongoing professional learning and reflective practice.
- Ability to respond calmly and effectively to behavioral or crisis situations
- Ability to establish and maintain effective working relationships with students, staff, and families

PERFORMANCE RESPONSIBILITIES:

Provides Behavioral and Instructional Support

- Lead, development and implement applied behavior analysis principles in the classroom, such as pairing, natural environment teaching and discrete trial instruction.
- Conducts and supports functional behavior assessments (FBAs)
- Develops and implements functional behavior assessments, Individualized Educational Plans (IEPs), behavior intervention plans (BIPs) and crisis plans
- Applies ABA principles in classroom settings, including pairing, discrete trial instruction, and natural environment teaching
- Collects and summarizes behavioral data to monitor student progress
- Assists in developing instructional materials, accommodations, modifications, and data-collection tools
- Provide social skills instruction to students utilizing research-based methodologies and approved district curricula.

Supports Students with Behavioral and Social-Emotional Needs

- Teaches and supports life skills such as feeding, dressing, toileting, hygiene, and safety
- Implements proactive and responsive behavioral interventions for students with challenging behaviors
- Supports consistency of behavioral strategies across school and home environments
- Coaches staff in classroom management, communication strategies, reinforcement systems, and individualized interventions
- Participates in IEP development and implementation for students requiring behavioral supports

Collaborates with Staff and Families

- Participates in educational team meetings, IEP meetings, and professional development coaching sessions
- Consults with teachers, paraprofessionals, and related service staff to embed proactive and responsive behavioral intervention strategies into daily instruction
- Provide professional development training to educational staff on evidence-based behavior management strategies and other topics, as needed.
- Provide modeling and feedback to educational staff in the implementation of evidence based behavioral and instructional practices.
- Facilitate and coach teams through the development and implementation of functional behavior assessments/behavior intervention plans and crisis plans for identified students.
- Serves as a liaison with district and program staff regarding evidence-based behavioral practices

Professional Development and Compliance

- Provides professional development trainings on behavior management and related topics
- Maintains accurate and timely documentation aligned with district and program expectations
- Participates in professional learning opportunities to maintain certification and expand expertise
- Demonstrate cooperation, openness for growth and willingness to contribute to a team approach to the educational program
- Supports district policies, goals, and compliance with IDEA and state requirements

TERMS OF EMPLOYMENT: 182 day working calendar, TRS contributing role

WORKING CONDITIONS: The position requires physical activity including lifting, carrying, pushing, and pulling. Stooping, kneeling, crouching, and climbing are seldom required. Fine-motor dexterity and upper-extremity reaching/handling are frequently required. Work is performed indoors with minimal exposure to temperature extremes or hazardous conditions.

SALARY RANGE: Salary is based on years of experience and educational background in accordance with the District's salary schedule.

Apply online at: www.niles219.org

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Niles Township High Schools District 219 is an equal-opportunity employer. It is the policy and practice of District 219 to decide all matters relating to employment solely on the basis of the applicant's ability to perform the essential functions of the position. District 219 ensures equal employment opportunities regardless of race, creed, sex, sexual orientation, color, national origin, religion, age, or handicap.