



## DOWNINGTOWN AREA SCHOOL DISTRICT POSITION DESCRIPTION

**TITLE:** Board Certified Behavior Analyst (BCBA)  
**DEPARTMENT/GROUP:** DAEA  
**REPORTS TO:** Supervisors of Special Education

**DATE:** August 2025  
**LOCATION:** District  
**FLSA:** Exempt

**JOB SUMMARY:** Highly qualified BCBA with knowledge and skills necessary to assist individuals, groups, and systems through the application of positive behavior supports. The BCBA helps coordinate Functional Assessments of Behavior and Behavior Intervention Plan that address behaviors of concern and provide a means to help the students become more academically successful. BCBA also provides classroom and school-wide behavior management strategies.

**Scope of position:** The BCBA provides leadership and direction at the school level, working to design, implement, coordinate, and evaluate a comprehensive behavior support program. In addition, BCBA will provide coaching and training to staff who work directly with identified students to adopt behaviors that substantially increase their academic performance through conducting Functional Behavior Assessments and implementing Positive Behavior Support Plans. Under the supervision of the building principal and district representative, the BCBA will provide diversified strategies and activities specifically designed for students with and without disabilities.

**ESSENTIAL FUNCTIONS:** *Employee must have the ability to perform the following essential functions on a timely basis with or without reasonable accommodations.*

**The Elementary/Secondary BCBA will:**

1. Assist staff in: defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents.
2. Facilitate team meetings with the identified student's teachers and parents for the purpose of completing a Functional Behavioral Assessment.
3. Facilitate team meetings that: design Behavior Interventions Plans; address classroom organization, effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support; and factors that affect effectiveness including social validity and treatment integrity.
4. Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
5. Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
6. Provide coaching and training to staff on the use of ongoing assessments to maintain a record of student progress.
7. Model good assessment processes that assist students in assessing their own work and behavior.
8. Provide recognition of a variety of student accomplishments and positive behaviors.
9. Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
10. Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
11. Provide coaching and training to staff to engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
12. Support building PBIS teams and initiatives.
13. Support building level MTSS teams.
14. Collaborate with school social workers, counselors, and teachers.
15. Serve as a consultant to administrators, teachers, and parents.
16. Provide coaching and training to staff who provide small group instruction in social skills and support special education teachers in goal writing and data collection.
17. Conduct Functional Behavior Assessments and create Positive Behavior Support Plans as assigned.
18. Plan and delivery professional development.
19. Complete and maintain training for physical management and de-escalation strategies.

*This position description does not express or imply that these are the only duties to be performed by the incumbent(s) in this position. Employee(s) will be required to complete other job-related duties requested by the supervisor.*

**ADDITIONAL FUNCTIONS:** *In addition to the foregoing essential job functions, the employee is required to perform the following additional duties, unless such a duty cannot be performed with or without reasonable accommodation.*

1. Other duties as may be assigned.

**QUALIFICATIONS:** *To successfully perform this position, a person must be able to perform each primary duty satisfactorily. The qualification requirements listed below represent minimum levels of educational achievement, training, skills, and/or ability necessary.*

1. Candidate must be a graduate of an accredited college or university and hold a proper Pennsylvania certification for the position.
  - Bachelor's degree in social work, psychology, or related field required.
  - Certification as a Board-Certified Behavior Analyst required.
  - Special Education Certification preferred.
2. Three (3) years of experience preferred.
3. Ability to effectively communicate with staff, students, and parents in a professional manner.
4. Must have and maintain a valid state vehicle operator's license and a good driving record.
5. Must successfully complete and maintain compliance with all federal and state background and criminal record check requirements.
6. Candidate must adhere to all local, state, federal, and school code requirements for employment.

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

- A. While performing the duties of this job, the employee is required to maintain a stationary position and move about to access file cabinets, office equipment, etc.
- B. The employee is frequently required to communicate, to provide accurate information to others, and to obtain and follow directions.
- C. The position requires the employee to constantly operate a computer and other office equipment such as a copy machine, fax, and printer.
- D. Ability to lift and/or exert up to 20 lbs. of force to occasionally move objects and/or support student transports and transfers from one location to another.
- E. This job requires the ability to observe, inspect, identify, and determine accuracy of written documentation and fine details.
- F. The position requires meeting deadlines with severe time constraints, interacting with staff and the public, and occasional irregular or extended work hours.
- G. Extensive local travel is necessary: Must be able to provide own transportation to school related functions/meetings, community agencies, and schools throughout our service area.
- H. The employee is frequently required to interact in person and by phone or e-mail with the public, students, parents, staff, other administrators, board members, and community agencies.
- I. Required to engage in physical management interventions to meet students' needs.

**NOTICES:**

1. Performances of this position will be evaluated in accordance with provisions of the Board's policy on the Evaluation of Personnel.
2. The School District retains the right to change this job description at any time for any reason, with or without advance notice.
3. The School District retains the right to assign such additional duties as may be necessary for the efficient or effective operation of the School District.
4. The School District retains the right to change the qualifications for the job.
5. The School District retains the right to waive the necessity for any applicant or employee to have all required qualifications.

A copy of this form may be obtained in the Human Resources Department.  
The Downingtown Area School District is an equal opportunity employment, educational, and service organization.