

Board Certified Behavior Analyst

ABOUT US

The Howard County Public School System (HCPSS) is one of the leading school systems in Maryland and the nation. To learn more about us and our [2024 -2029 Strategic Plan](#), please visit our [website](#) and our [careers page](#). Join our award-winning workforce and make a difference in the lives of our students!

DESCRIPTION

Board Certified Behavior Analysts (BCBA) support the development of inclusive, student-centered learning environments that are responsive to the diverse strengths and needs of students with disabilities. The role emphasizes a neurodivergent-affirming approach, partnering with educators, related service providers, and families to design and implement instructional and environmental supports that promote access, engagement, and meaningful participation in general education settings.

BCBA positions may be embedded within one or two school communities, working closely alongside staff as a consistent, school-based partner (BCBA, Community Schools) or based out of our central offices providing instructional and behavioral support for students with disabilities across various programs and school sites (BCBA, Department of Special Education). **Daily locations and responsibilities vary across specific positions.**

The BCBA serves as a coach and thought partner, building capacity to create supportive, predictable, and responsive classroom environments. This includes guiding the use of evidence-based practices, facilitating collaborative problem-solving, and supporting teams in understanding student behavior as communication. The role prioritizes strengthening Tier 1 and supplemental supports within a multi-tiered system of support (MTSS) framework to meet student needs proactively.

In addition, the position includes responsibilities related to data-informed decision-making, including conducting functional behavior assessments, supporting the development and monitoring of individualized intervention plans, and guiding teams in the use of data to evaluate and adjust supports. The BCBA also contributes to professional learning by designing and delivering training aligned to inclusive and affirming practices, ensuring staff have the tools and understanding needed to support all learners effectively. This role advances the organization's commitment to equitable, inclusive, and evidence-based practices that honor student identity, promote belonging, and support positive academic and social-emotional outcomes.

MINIMUM QUALIFICATIONS

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

Education:

- Master's degree from an accredited college or university.

Certification/Licensure:

- Hold a current Board Certified Behavior Analyst (BCBA) certification issued by the Behavior Analyst Certification Board (BACB).
- Hold a valid Behavior Analyst License issued by the Maryland Board of Professional Counselors and

Therapists.

Experience:

- Two years of experience designing and implementing Applied Behavior Analysis (ABA) programming and conducting data analyses.

PREFERRED QUALIFICATIONS

The ideal candidate for this role will also possess a combination of the additional qualifications below. If you don't meet every one of the preferred qualifications, we still encourage you to apply, as we welcome applications from candidates with diverse backgrounds and experiences.

- Master's degree from an accredited college or university in education or a behavioral science field (to include psychology or related fields), or a graduate degree in Applied Behavior Analysis.
- Experience providing direct services aligned with ABA to persons with disabilities, ages birth through 21 within a public-school setting.
- Experience delivering professional development and coaching to school-based staff on Applied Behavior Analysis (ABA) principles, behavior intervention strategies, and data-driven practices to support students with disabilities.

ESSENTIAL POSITION RESPONSIBILITIES

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

- Coordinate individualized instructional and behavioral programs for students with IEPs using ABA principles.
- Collaborate with interdisciplinary teams, including teachers, related service providers, and families, to develop effective behavior plans.
- Conduct fidelity checks and monitor the implementation of behavior intervention plans.
- Administer or guide the selection of assessment tools (e.g., ABLLS-R, VB-MAPP, FBA, FA).
- Provide training and consultation to school and central office staff on ABA, data analysis, and intervention strategies.
- Participate in committees and workgroups supporting the implementation of tiered service delivery models within the Department of Special Education.

ESSENTIAL KNOWLEDGE, SKILLS, AND ABILITIES

The below list is a summary of the knowledge, skills, and abilities required for success in this position, not an exhaustive or comprehensive list.

Knowledge

- Deep and comprehensive knowledge of the core principles, concepts, and techniques of ABA, including reinforcement, punishment, shaping, chaining, extinction, and prompting.
- Working knowledge of relevant federal and state special education laws (e.g., IDEA) and evidence-based educational practices for students with diverse disabilities.

- Expertise in conducting and overseeing Functional Behavior Assessments (FBAs), developing Behavior Intervention Plans (BIPs), and selecting appropriate ABA-based interventions (e.g., Discrete Trial Training, Natural Environment Teaching).
- Thorough understanding of various methods for collecting, graphing, analyzing, and interpreting behavioral and academic data to inform instructional decisions and program effectiveness.
- Knowledge of how to integrate ABA principles into academic instruction and social-emotional learning curricula for students with disabilities.

Skills

- Exceptional skills in designing, developing, and overseeing the implementation of individualized, data-driven instructional and behavioral programs for students with disabilities, ensuring alignment with IEP goals.
- Proficiency in utilizing data collection systems, analyzing complex data sets, and translating analysis into actionable, evidence-based program adjustments and recommendations.
- Strong skills in consulting effectively with educators, school administrators, and families to build consensus, share expertise, and collaboratively design and monitor student programs.
- Demonstrated ability to deliver impactful professional development and provide effective, individualized coaching to staff (teachers, aides, therapists) on the fidelity and implementation of ABA practices and intervention plans.
- Excellent written and verbal communication skills for preparing comprehensive reports, presenting assessment findings, and explaining complex ABA concepts clearly to diverse stakeholders.

Abilities

- Ability to monitor, evaluate, and ensure the fidelity (accurate and consistent implementation) of behavior intervention plans and instructional strategies across various educational settings.
- Ability to exercise sound, ethical judgment in applying ABA principles, maintaining confidentiality, and adhering to professional codes of conduct (e.g., BACB guidelines, if applicable).
- Ability to creatively and systematically problem-solve complex student behavioral and learning challenges by applying analytical thinking and ABA methodologies.
- Ability to guide, mentor, and motivate staff and teams in adopting and sustaining evidence-based practices, effectively promoting the organization's mission of inclusive practices.
- Ability to manage multiple priorities, adapt to diverse educational environments, and maintain effectiveness in a dynamic, high-paced special education setting.

APPLICATION REQUIREMENTS

Complete applications must be submitted, and once your application has been submitted, you will not be able to add documentation or make any changes. Incomplete applications will not be considered. Resumes will not be accepted in lieu of a completed application.

Supplemental Application Questions

This position requires applicants to provide responses to the below supplemental application questions to determine whether you meet the minimum and preferred qualifications. **Please upload your responses in a separate file to the supplemental application questions section of the application.**

1) Please describe your experience designing and implementing ABA programming and conducting data analyses. Please provide up to two examples that demonstrate your experience in each area.

2) Please describe any experience you possess providing services aligned with ABA to persons with disabilities aged from birth through 21. Identify the specific ages with whom you worked and the setting in which you provided these services.

3) Please describe any experience you possess providing professional development and coaching to school-based staff on ABA principles, behavior intervention strategies, and data-driven practices to support students with disabilities. Identify any measurable outcomes achieved as a result.

4) Please upload copies of the required credentials below:

- Board Certified Behavior Analyst (BCBA) certification.
- Valid Behavior Analyst License issued by the Maryland Board of Professional Counselors and Therapists.

SELECTION CRITERIA

Applicants who meet the minimum qualifications will be included in further evaluation. 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.

EMPLOYMENT INFORMATION

Compensation

This is an 11-month per year position in the Howard County Educators Association (HCEA) employee bargaining unit. The [current salary ranges](#) for this position are on the 11-Month Special Education 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 education and relevant prior experience. Under the Fair Labor Standards Act, this position is exempt from overtime.

Retirement

Membership in the Maryland State Retirement Agency (MSRA) pension plan is a mandatory condition of employment for all employees who meet the eligibility and membership criteria defined in the State Personnel and Pensions Article and the Code of Maryland Regulations (COMAR). A qualifying employee cannot reject membership, nor can an ineligible employee elect membership. The annual contribution to the pension plan will be 7% of an employee's annual salary.

Benefits

HCPSS offers a [comprehensive benefits package](#) for eligible employees. Information about additional benefits such as paid time off can be found in the [negotiated agreement](#) for employees in this bargaining unit.

Pre-Employment Requirements

Professional references will be contacted prior to any offer of employment. Recommended candidates will be required to provide references from current and recent supervisors.

All employees, regular and temporary, must be fingerprinted, have a criminal background investigation completed, and successfully complete the Maryland Employment History Review, pursuant to Section 6-113.2 of the Education Article, Annotated Code of Maryland. In addition, some positions will require completion of a

physical examination and/or drug testing.

Anyone offered employment is required to provide proper identification and documentation of eligibility for employment in the United States. HCPSS participates in E-Verify and does not offer employee sponsorship.

For questions regarding this posting, please contact Sandy Saval at sandy_saval@hcpss.org.

EQUAL OPPORTUNITY EMPLOYER

To request an accommodation during the application or interview process due to a documented disability, please email humanresources@hcpss.org.

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.

Join our award-winning workforce and make a difference in the lives of our students!