INTERNATIONAL LEADERSHIP OF TEXAS

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

Job Title: Board Certified Behavior Analyst (BCBA) **Exemption Status:** 202 Days

Reports to: Behavior and Specialized Learning Classroom Director **Date Revised:** June 2026

Dept./School: Special Education

Primary Purpose: The Board Certified Behavior Analyst (BCBA) serves as the clinical lead for behavior services within assigned campuses and regions, providing expertise in the assessment, development, implementation and evaluation of evidence-based behavioral supports. The BCBA collaborates with campus administrators, special education teams, teachers, related service providers and families to conduct and review Functional Behavior Assessments (FBAs), develop and monitor Behavior Intervention Plans (BIPs), analyze behavioral data and support students with complex behavioral needs. Through coaching, consultation, professional development, and supervision of assigned Behavior Specialists, Behavior Interventionists and RBTs/Behavior Technicians, the BCBA builds campus capacity, ensures compliance with federal and state regulations, promotes safe and supportive learning environments, and improves outcomes for students across the charter.

Qualifications:

Education/Certification:

- Master's degree from accredited university
- BCBA Certification
- Valid Texas teaching certificate with required special education endorsements for assignments (preferred)

Special Knowledge/Skills:

- Knowledge of applied behavior analysis (ABA) principles, methodologies and evidence-based behavioral interventions.
- Knowledge of federal, state and local laws, regulations, and best practices related to special education, including the Individuals with Disabilities Education Act (IDEA), Section 504 and the Texas Education Code.
- Knowledge of Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), manifestation determination reviews (MDRs) and positive behavior support frameworks.

- Knowledge of special education processes, including ARD/IEP development, implementation, progress monitoring and compliance requirements.
- Knowledge of behavior and social skills intervention strategies for students with autism, emotional and behavioral disorders, intellectual disabilities and other high-support needs.
- Knowledge of crisis prevention, verbal de-escalation and safe behavior intervention practices.
- Skill in collecting, analyzing, interpreting and presenting behavioral data to drive decision-making and measure intervention effectiveness.
- Skill in coaching, mentoring and providing professional development to educators, administrators and support staff.
- Skill in supervising and developing Behavior Specialists, Behavior Interventionists and RBTs/Behavior Technicians.
- Skill in collaborating effectively with multidisciplinary teams, families and community partners.
- Ability to problem-solve complex behavioral concerns and develop practical, student-centered solutions.
- Ability to communicate effectively, both orally and in writing, with diverse audiences.
- Ability to organize, prioritize and manage multiple projects, campuses, and timelines.
- Ability to travel regularly between assigned campuses and regions.
- Strong organizational, interpersonal, and relationship-building skills.

Experience:

- Two years of experience as a special education teacher (preferred)
- Two years of experience as a BCBA (preferred)

Major Responsibilities and Duties:

- Conduct, review, and oversee Functional Behavior Assessments (FBAs) and develop, implement and monitor Behavior Intervention Plans (BIPs) for students with significant behavioral needs.
- Analyze behavioral, academic, attendance and discipline data to identify trends, monitor student progress, and inform data-driven decision-making.
- Provide consultation, coaching, modeling and technical assistance to teachers, campus administrators, related service providers and special education staff regarding evidence-based behavior supports and interventions.
- Collaborate with multidisciplinary teams to develop and implement individualized behavioral supports that promote student success in the least restrictive environment.
- Participate in Admission, Review and Dismissal (ARD) committee meetings, manifestation determination reviews (MDRs), threat assessments and other student support meetings as needed.
- Support campuses in implementing proactive, positive behavior supports and crisis prevention strategies to reduce the use of restrictive interventions and improve student outcomes.

- Develop and deliver professional development related to behavior management, de-escalation strategies, data collection, behavior intervention planning and other identified needs.
- Provide clinical supervision, mentorship and performance support to assigned Behavior Specialists, Behavior Interventionists, and Registered Behavior Technicians (RBTs)/Behavior Technicians in accordance with certification and regulatory requirements.
- Monitor fidelity of implementation for behavior interventions and ensure services align with evidence-based practices, organizational expectations, and applicable laws and regulations.
- Collaborate with families and campus teams to promote consistency between school and home behavioral supports.
- Maintain accurate documentation, records, and reports in compliance with federal, state, local, and organizational requirements.
- Support the development, implementation and continuous improvement of behavior services, systems and procedures across the charter.
- Travel regularly to assigned campuses and regions to provide direct support and oversight.
- Perform other duties as assigned.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged or irregular hours

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed Name and date: _____

Approved by and date: _____