

Eastford Public Schools
Job Description and Performance Responsibilities

Position Description:	Board Certified Behavioral Analyst (BCBA)
Qualifications:	As set by Certification Requirements
Reports to:	School Principal or Director of Pupil Services
Supervises:	RBT (should one be on staff)
General Description:	The BCBA should be a motivated educator with experience supporting students with complex needs, particularly those with significant sensory and emotional-behavioral challenges. They should possess a deep understanding of trauma-informed and sensory-based practices and have foundational experience in developing and building specialized programs essential to student success.

Key Responsibilities:

- Implement evidence-based, trauma-informed practices that support emotional regulation, sensory integration, and academic engagement.
- Collaborate closely with teachers and other related service providers, school counselor, and families to develop and monitor effective student support plans.
- Maintain flexibility in daily scheduling to accommodate individual student needs and therapeutic interventions.
- Develop routines, systems, and structures that support students' reintegration into the general education classroom.
- Collect and analyze student data to inform instruction and make data-driven decisions.
- Facilitate small group and individualized sessions that support both academic and social-emotional growth.
- Participate in PPT meetings, progress monitoring, and interdisciplinary planning.
- Contribute to a collaborative and positive school culture, supporting staff training and capacity-building around therapeutic approaches.

Qualifications:

- Valid Connecticut certification or licensed BCBA in Connecticut by SDE or DPH.
- Demonstrated experience supporting students with sensory processing differences, emotional-behavioral needs, and autism spectrum disorders.

- Familiarity with Positive Behavioral Interventions and Supports (PBIS), trauma-informed care, sensory integration strategies, and structured teaching models.
- Strong communication, collaboration, and organizational skills.
- Experience with tiered special education program development or new program implementation is highly desirable.

Preferred Experience:

- Training in crisis prevention/intervention techniques (e.g., PMT).
- Preferred experience in a therapeutic or clinical program.