

North Monterey County Unified School District
CLASSIFIED POSITION DESCRIPTION

Position Title:	BEHAVIOR TECHNICIAN
Job Family:	Instructional Support
Reports to:	Director of Special Education or Site Administrator
Salary Level:	Range 31
Calendar:	Classified School Year

SUMMARY:

Under the general direction of the assigned administrator or certificated staff member, the Behavior Technician performs a variety of activities in support of instructional programs for students who exhibit behaviors requiring an intensive behavioral intervention; Implements individualized instructional and behavioral programs as required by IEP/BIP. Assists teachers and staff in development and implementation of program and materials to enhance the student learning experience. Prepares appropriate materials; supports children as they transition into general education settings; collects daily progress data and consults with the student's IEP team on a regular basis.

DISTINGUISHING CHARACTERISTICS:

This position is an advanced instructional support position. To function at this level, the incumbent must have the background, training and experience to work with only minimal supervision.

ESSENTIAL DUTIES AND RESPONSIBILITIES: To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Provide direct behavioral support to students
- Implement behavioral programming
- Implement an array of behavior intervention strategies in a variety of settings
- Observe student behavior and assist in development, implementation, and fading of positive behavior plans for identified students
- Assist in the development and review of data collection under supervision of Coordinator for Special Services/Curriculum Specialist
- Provide updates regarding student performance, progress, and behavior to Supervisor
- Perform role of team leader to include providing modeling, coaching, behavior techniques including positive behavior intervention and reinforcement strategies
- Provide support to general and special education teachers, instructional support staff, and behavior interventionists regarding implementation of visual, behavioral, social, and/or communication strategies
- In collaboration with Special Services Department supervisors, participate with training and monitoring of paraprofessionals in behavioral intervention skill building and implementation
- Intervene in emergency situations involving aggressive or uncontrolled behavior of identified students
- Implement positive behavior interventions strategies and emergency behavior interventions
- Facilitate social skill groups with identified children
- Assist teacher in maintain a variety of records and files related to students' progress
- Provide regular case reports to supervisor
- Attend required in-service and special training related to behavior management, instructional program, social skills, and other needs
- Assist with meeting the IEP goals of students
- May assist with feeding, lifting, carrying, mobility and structural adaptations, and other health needs as required by student
- Establish and maintain positive relationships with staff, students, and parents

- Encourage each student served to personally participate to his/her full potential and independence level

Other Duties:

- Perform related duties as assigned.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Education equivalent to the completion of twelfth grade and two years of college level coursework.
- One or more years' successful experience working in educational settings with students who have unique and challenging behaviors.
- Education as required by the No Child Left Behind Act of 2001: High school diploma or equivalent AND two years of higher education study (48 semester units) OR possession of an Associate's or higher degree OR met a rigorous standard of quality and able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing and mathematics.
- Specialized training appropriate for area of assignment (eg: behavior modification, restraint/crisis intervention technique and strategies).
- Must be willing to attend specialized training related to the assigned student's specific disability or condition (if needed).
- Previous experience working with children
- Satisfactory completion of a district-approved training program in positive behavior supports and interventions, or willingness to complete said program within the initial probationary period of employment.
- Demonstration of previous equivalent training

Licenses and other Requirements

- Valid California Driver's License

Knowledge of:

- K-12 Curriculum Standards
- Strong English verbal and written communication skills and strong basic math skills
- Techniques used in behavior modification and motivation programs
- General concepts of child growth and development and child behavior characteristics
- Student testing and testing procedures; routine recordkeeping
- Safety rules and regulations regarding physical activity
- First Aid / CPR
- Universal health precautions

Ability to:

- Instruct and plan learning activities under the guidance of appropriate certificated staff or other appropriate specialist
- Perform simple clerical tasks
- Operate standard office machines and equipment
- Communicate satisfactorily in oral and written form
- Establish and maintain effective working relationships with others
- Deliver instructional modifications and accommodations as requested for individual students.

DESIRED QUALIFICATIONS:

- Bilingual/Bi-literate English/Spanish

WORKING CONDITIONS:

Work Environment:

- Typically an indoor environment, however at times may be located outdoors for student related activities.

Physical Demands:

- Physical, mental, and emotional stamina to perform the duties and responsibilities of the position
- Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions
- Manual dexterity sufficient to write, use the telephone, computer, calculator and office machines at required speed and accuracy
- Vision sufficient to read handwritten and printed materials and the display screen of various office equipment and machines
- Hearing sufficient to communicate in person and hold telephone conversations in normal range (approximately 60 decibels)
- Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
- Physical agility to sit, stand, kneel, walk, push/pull, squat, twist, turn, bend, stoop and to reach overhead
- Physical stamina sufficient to sustain light physical labor for up to 8 hours, sit and/or walk for prolonged periods of time
- Physical mobility sufficient to move about the work environment (office, District, school site to site) for sustained periods of time on hard flooring, climb slopes, stairs, ramps and to respond to emergency situations
- Physical strength sufficient to periodically lift and/or carry 50 pounds; occasionally lift 80 or more pounds with assistance
- Occasionally push and/or pull a variety of tools, equipment, or objects weighing 80 or more pounds
- Typically indoors work environment

Hazards:

Potential student physical contact (i.e., from student emotional outburst)

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.

CSEA and DISTRICT AGREEMENT

CSEA  DATE 6-12-18

DISTRICT  DATE 4/12/18

Board Approved: May 24, 2018