

MADERA UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

Position: Behavioral Intervention Technician
Department/Site: Health and Wellness
Reports to: Supervisor – Behavior Analyst

Classification: Classified
Salary Schedule: Classified
Salary Range: 24
FLSA: Non-exempt

PURPOSE STATEMENT

Under general direction, the position was established for the purpose/s of assisting schools sites with social emotional and behavioral support by providing strategic services that identify and address the issues that interfere with the educational process. This position works with the principal or designee, teachers, students, parents, and community with a Multi-Tiered System of Support (MTSS) framework, to coordinate the identification and implementation of strategies for identified at-risk students exhibiting inappropriate or challenging behaviors and assists in meeting the behavioral, educational, and social emotional needs of students.

ESSENTIAL FUNCTIONS

- Establishes rapport and meaningful relationships with referred children (caseload) to reduce their dysfunctional behavioral in and out of the classroom: to improve their behavior, educational performance, and social relationships.
- Assists the Behavioral Analyst in the development and implementation of positive behavior intervention plans aligned to evidence based practices (i.e. Applied Behavior Analysis (ABA), Crisis Prevention Institute (CPI), Discrete Trial Training (DTT) and/or other evidence-based methodologies related to addressing the needs of students that are experiencing behavior difficulties.
- Assists with communication for school staff to share information pertaining to instructional strategies, applied behavioral strategies, and interventions developed by the Behavioral Analyst.
- Provides teachers support (coaching and modeling) implementing positive interventions strategies for students; model identified behavior techniques and reinforcement strategies.
- Assists students in class, both individually and group settings, to manage their own personal behaviors.
- Establishes collaborative relationships with teachers, administrators, outside mental health agencies, community groups, and families.
- Uses conversation, group discussions, tutorials, behavior management techniques, and other approaches to achieve prescribed goals with individual children experiencing school adaptation problems of a behavioral and/or educational nature.
- Participates as a positive team member for the purpose of enhancing and sharing knowledge and skills for the delivery of best practices.
- Collects data for the purpose of ongoing behavior intervention planning and review.
- Coordinates and maintains a productive daily schedule for completing reports, on-site support activities, behavior intervention plan implementation, and other duties.
- Supports Functional Behavior Assessment/Behavior Support Plan data collection.
- Provides progress monitoring for identified students.
- Conducts interviews and observations as needed.

- Maintains confidentiality and makes a clear distinction between public and confidential information.
- Observes and assists in emergencies involving aggressive or uncontrolled behavior of identified students according to approve CPI (Crisis Prevention Intervention) procedures as trained.
- Reports progress regarding student performance and behavior to assist students to achieve their personal best.
- Participates in ongoing in-service instructional workshops and other training sessions as provided.
- Attends meetings and professional development as required.

OTHER FUNCTIONS

- Performs other duties as assigned which are related, or logical in assignment to the position.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- Basic concepts of child growth and development
- Behavior management strategies and techniques relating to pupils who experience frequent maladaptive behaviors
- Accurate record-keeping techniques
- Operation of a computer and data entry techniques
- Routine record keeping and data collection techniques, methods and techniques of data analysis
- Interpersonal skills using tact, patience and courtesy

Skills and Abilities to:

- Read, write and speak English proficiently
- Demonstrate understanding, patience, and receptive attitude toward students of varied age groups
- Model appropriate behavioral interventions and provide support to other staff members
- Learn behavior intervention strategies and procedures such as identifying antecedents and consequences of behavior
- Establish and maintain cooperative and effective working relationships with a diverse range of people
- Communicate effectively, both orally and in writing
- Meet schedules and timelines
- Operate a computer terminal to enter data, maintain records
- Learn new or updated computer systems/programs to apply to current work.
- Actively participate in meeting District goals and outcomes.
- Apply integrity and trust in all situations.
- Learn district organization, operations, procedures, policies, objectives, and goals.

RESPONSIBILITY

Responsibilities include; working under limited supervision following standardized practices and/or methods; providing information and /or advising others; and operating within a defined budget. Utilization of some resource from other work units is often required to perform the job's functions. There is a continual opportunity to affect the organization's services.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions require the following physical demands; some lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity.

Generally the job requires 10% sitting, 50% walking, and 40% standing; the job is performed in a generally hazard free environment and in a clean atmosphere.

MINIMUM QUALIFICATIONS

Experience:

One or more years of experience working with children that exhibit inappropriate or explosive behavior.

Education:

High school diploma or equivalent.

AND

Completion of forty-eight units from a nationally accredited college or university, or A.A. degree or higher, or passage of a local assessment test that meets the standards of Every Student Succeeds Act (ESSA).

Possession of, or ability and qualification to obtain Nonviolent Crisis Preventative (CPI) certification listed below, and First Aid/CPR Certificate within six months of appointment, and failure to do so will result in termination.

Required Testing:

- Pre-employment Proficiency
- Pre-employment Physical Exam

Continuing Education/Training

- Maintain as needed

Certificates/Licenses

- Valid CDL
- Valid First Aid/CPR Certificate
- Nonviolent Crisis Preventive Intervention (CPI)

Clearances

- DOJ/FBI Background
- TB Clearance
- Physical Demand (B)