

**Enterprise Elementary School District  
Classified Job Description**

**Job Title:** Behavior Technician  
(Classified Position)  
**Department:** Special Education/Instructional Services  
**Reports To:** Site Principal or designee  
**Range:** C  
**Prepared By:** Human Resources Administrative Assistant  
**Revised Date:** March 22, 2007  
**Approved By:** Board of Education  
**Approved Date:** April 11, 2007

**SUMMARY-** Provides assistance to certified teachers, guidance counselors, crisis teachers, and other certified specialists in the education, care, and development of mentally, physically, socially and emotionally challenged students. Employees in this class perform instructional, clerical, and behavioral management duties and personally assist trainable, educable, profoundly and severely emotionally, socially and physically challenged students. Work is performed under the direction of a certified teacher, guidance counselor, or administrator.

**ESSENTIAL DUTIES AND RESPONSIBILITIES-** The following are typical duties and responsibilities for positions in this classification. Any single position may not perform all of these tasks, and/or may perform similar related tasks not listed below.

- Applies basic practices in behavioral management and assists in the teaching of problem solving skills to students as prescribed by the supervising teacher, guidance counselor, or administrator.
- Provides assistance in the learning area in dealing with behavioral problems by applying crisis intervention to students with aggressive behavior and restraining violent students as needed.
- Serves as a floater to various learning areas to assist in maintaining appropriate behaviors.
- Responds to crisis calls, assess the situation, and responds accordingly.
- Assists students as they arrive on buses taking them to and from learning areas, assisting in physically transferring students from wheelchairs, and monitoring entrance conditions of individual students. May accompany and assist students on the bus to or from the learning environment.
- Accompany and supervise Full Inclusion/Assigned Behavior students as needed in the classroom, playground, and with other school activities.
- Assists sets-up and implements a reward system for targeted student.
- Assists students with eating, toileting, grooming, and personal hygiene.
- Monitors, observes, and charts behavior of students and documents behavioral changes.
- Reinforces rules of the school and learning environment; acknowledges and encourages appropriate behavior and distinguishes inappropriate behavior for the students' understanding.
- Provides assistance in the development and follow-up of behavior plans.
- May perform a variety of clerical tasks such as typing, copying, stapling, filing, locating and assembling materials, laminating, etc.
- Maintains confidential, accurate and complete records of student activities and behavior which may require the use of a computer terminal.
- Prepare the activity room.
- Schedule student's sessions and conferences.
- Participate in job-related meetings and trainings as requested.
- Work with students in small groups or on a 1:1 basis, to reinforce basic skills or to supplement classroom or playroom work.
- Facilitate the development of peer relationships and supports of other students in the classroom;

- Monitor individual progress of students and discuss problems and improvements with instructor, guidance counselor or administrator.
- Assist in the implementation of adaptive technology, adaptive PE and speech programs.
- Assist in the implementation and monitoring of a behavior intervention plan.
- Under the direction of certificated personnel, guidance counselor, or administrator, assist in various aspects of program implementation including making modifications for full inclusion students, classroom work and the recording of information.
- Facilitate student independence
- Performs related duties as required.

**QUALIFICATIONS-** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## **KNOWLEDGE, SKILLS AND ABILITIES**

### **Knowledge of:**

- Basic behavior management principles and practices including but not limited to the following:
  - Crisis intervention
  - Child growth and development
  - Developmentally age-appropriate practices
  - Behavioral interventions
  - Relaxation techniques
  - Examples: Simple correction, Exclusionary Time-Out

Methods and techniques employed with socially, emotionally, mentally, and physically challenged children.

Basic CPR methods and standard first aid. Universal health precautions.

- Correct English usage including vocabulary, spelling, grammar, and punctuation.
- Effective communication skills both oral and written.
- Indoor/outdoor recreational activities suitable for challenged students.
- Safe work practices and proper lifting techniques.
- Knowledge of basic record keeping forms related to student's education.

### **Skill In:**

- Assessing students and targeting difficult times of the day for the individual student.
- Teaching and working with emotionally, physically, socially, and mentally challenged students.
- Handling students experiencing inappropriate social behaviors, aggressive behavior, seizures, etc.
- Conflict resolution.
- Recognizing symptoms of abuse and documenting/reporting observations.
- Establishing and maintaining effective working relationships.
- General office practices and clerical skills.

### **Ability to:**

- Develop rapport with all students, being fair, consistent and respectful.
- Establish and maintain cooperative working relationships.
- Take appropriate action in emergency situations, follow procedures in a calm, responsible manner.
- Analyze situations including instruction, class and behavior management, implement an effective course of action, and monitor student progress.
- Maintain and improve professional skills and knowledge.
- Work independently as necessary.
- Be flexible and receptive to change.
- Learn basic first aid and CPR and obtain proper certification, learn and use adapted technology, and learn and direct the activities of a specialized assistant dog.

## **EDUCATION and/or EXPERIENCE-**

- A high school diploma or general education degree (GED). Effective 01/01/03, any schools in the Enterprise Elementary School District where the paraprofessionals are funded by Title I, two years of college education with 48 college credits, or an AA degree, or the passing of a state approved assessment proficiency test, is required.

- One year of experience, three years preferred, performing duties of a comparable nature is desirable.
- PRI certified or available to be trained and certified.
- Any combination of education, training, and experience which provides the required knowledge, skills, and abilities to perform the essential functions of the job.

**CERTIFICATES, LICENSES, REGISTRATIONS**

- Behavior Technique Training as provided or equivalent training or available to be trained and certified.
- Must possess and maintain a current CPR card and First Aid Safety card or available to be trained and certified.
- Must possess and maintain a current California Driver’s License. Must have reliable transportation.
- Effective 01/01/03, AA degree or 48 college units; or certificate of passage of state authorized proficiency examination for any paraprofessional whose position is funded by Title I; Instructional Aide Proficiency Certificate from a County Office of Education

**LANGUAGE SKILLS-** Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students, parents, and other employees.

**MATHEMATICAL SKILLS-** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

**REASONING ABILITY**

- Apply basic behavioral management principles and practices.
- Oversee implementation of Behavior Plans.
- Apply common sense understanding to carry out instructions and assignments.
- Demonstrate a compassionate attitude toward exceptional needs student.
- Respect and understand confidentiality issues.
- Understand and follow oral and written instructions.
- Deal with usual and unusual situations involving emotionally, socially, and physically challenged students.

**PHYSICAL DEMANDS-** A pre-placement physical examination is required. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to stand, sit, or walk. The employee is occasionally required to use hands to finger, handle, or feel objects, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, crawl or run for brief periods of time; talk or hear; and taste or smell. The employee must lift and/or move 50 pounds on a regular basis and occasionally lift in excess of 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus; use standard office and classroom equipment/materials, read printed materials and a computer screen, and communicate in person or over the telephone.

**WORK ENVIRONMENT-** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee maybe exposed to students with aggressive behavior, verbally abusive language, and physical limitations and is occasionally exposed to body fluids. The employee occasional be exposed to outside weather conditions. The noise level in the work environment is usually moderately quiet, but may frequently be loud.

*Sheela Koster*  
CSEA President

12-18-07  
Date

*Daniel E. Moore*  
Assistant Superintendent Human Resources

12-18-07  
Date

*Sheryl A. Cook*  
Board Approval (Clerk)

12-18-07  
Date