



CLASSIFIED
Job Classification Description
Equal Employment Opportunity

MADERA UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION
APPROVED MOTION NO. 22-2022/23
DOCUMENT NO. 10-2022/23
DATED 10/19/2022

BEHAVIOR INTERVENTION TECHNICIAN

DEPARTMENT/SITE: Health & Wellness /
School Site

SALARY SCHEDULE: Classified Bargaining Unit

SALARY RANGE: 24

WORK CALENDAR: 218 Days

REPORTS TO: Supervisor-Behavior Analyst

FLSA: Non-Exempt

PURPOSE STATEMENT:

Under the general direction of the Supervisor-Behavior Analyst, the Behavior Intervention Technician assists school 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, support staff, students, parents, and community, 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. The incumbents in this classification provide the school community with behavioral support services which directly supports student learning and achievement.

DISTINGUISHING CHARACTERISTICS

Positions in this work classification with school sites to provide students with emotional and behavioral support with strategies for replacing inappropriate behaviors. Training and certification as a Registered Behavior Technician is required.

ESSENTIAL FUNCTIONS, DUTIES, AND TASKS:

The following alphabetical list of functions, duties, and tasks is typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform other closely related or department-specific functions, duties, and tasks from those set forth below to address business needs and changing business practices.

- Assists students in class, both individually and group settings, to manage their own personal behaviors.
- Assists the Behavior Analyst in the development and implementation of positive behavior intervention plans aligned to evidence based practices such as Applied Behavior Analysis (ABA) and/or other evidence-based methodologies related to addressing the needs of students that are experiencing behavior difficulties.
- Assists with communication for school staff (e.g., teachers, principal, paraprofessionals, nurse) to share information pertaining to instructional strategies, student progress, applied behavioral strategies, and interventions developed by the Behavior Analyst.
- Attends meetings and professional development as required.
- Collects data to support functional behavior assessments and provide ongoing behavior intervention planning and review, ensuring treatment fidelity/integrity.
- Conducts interviews and observations at initial assessment and at other times as needed.
- Coordinates and maintains a productive daily schedule for completing reports, on-site support activities, behavior intervention plan implementation, and other duties.
- Establishes collaborative relationships with teachers, administrators, outside mental health agencies, community groups, police officers, and families to facilitate services for students.
- 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.

- 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 approved Crisis Prevention Intervention (CPI) procedures as trained.
- Participates as a positive team member for the purpose of enhancing and sharing knowledge and skills for the delivery of best practices.
- Participates in ongoing in-service instructional workshops and other training sessions as provided.
- Provides progress monitoring for identified students; reports progress regarding student performance and behavior to assist students to achieve their personal best.
- Provides teachers, psychologists, counselors, and others support through training, coaching, and modeling positive interventions strategies for students; model identified behavior techniques and reinforcement strategies.
- Uses behavior management techniques and other approaches to achieve prescribed goals with individual children experiencing school adaptation problems of a behavioral and/or educational nature.
- Performs other related duties as assigned for ensuring the efficient and effective functioning of the work unit and the District, including various mandatory District trainings.

KNOWLEDGE, SKILLS, AND ABILITIES

(At time of application)

Knowledge of:

- Basic concepts of child growth and development
- Behavior management strategies such as Applied Behavior Analysis and techniques relating to pupils who experience frequent maladaptive behaviors
- Trauma-Informed Behavior Analysis (TIBA) assessments and practices for students
- SST, IEP, and 504 processes
- HIPPA and FERPA laws
- Accurate record-keeping and data collection techniques
- Operation of a computer and related software
- Methods and techniques of data analysis
- District organization, operations, procedures, policies, objectives, and goals

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
- Keep accurate records, including in data collection
- Communicate effectively, both orally and in writing
- Meet schedules and timelines
- Learn new or updated computer systems/programs to apply to current work
- Actively participate in meeting District and department goals and outcomes
- Apply integrity and trust in all situations.

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 resources from other work units is often required to perform the job's functions. There is continual opportunity to affect the organization's services.

JOB QUALIFICATIONS / REQUIREMENTS:

(At time of application and in addition to the Knowledge, Skills, and Abilities listed above.)

EDUCATION REQUIRED:

High School diploma or equivalent **AND** completion of 48 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). Bachelor's degree preferred.

EXPERIENCE REQUIRED:

Two (2) or more years of experience working with children that exhibit inappropriate or explosive behavior.

LICENSE(S) REQUIRED:

- Registered Behavior Technician certification (RBT) (40-hour program) within six months (failure to do so will result in termination)
- Valid First Aid/CPR Certificate within six months (failure to do so will result in termination)
- Nonviolent Crisis Preventive Intervention (CPI) within six months (failure to do so will result in termination)
- Valid, current California Driver's License to travel to various school sites.

CERTIFICATIONS AND TESTING REQUIRED:

- Pass the District's applicable proficiency exam for the job class with a satisfactory score
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)
 - Pre-employment physical exam B through District's provider at District's expense

WORK ENVIRONMENT / PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- The job is performed in a classroom environment and requires mostly walking and standing, with some sitting; some running may be necessary for eloping students; the job is performed in a potentially hazardous environment as students may become agitated and act out, including hitting or biting
- Lifting, carrying, pushing, and/or pulling items of light to moderate weight
- Stooping, kneeling, crouching, and/or crawling
- Manual dexterity to handle objects and type on keyboard and write reports