

SANTA CRUZ COUNTY OFFICE OF EDUCATION

BEHAVIOR MODIFICATION TECHNICIAN

DEFINITION

Under the supervision of an administrator and working as a lead member of the site/program team, the Behavior Modification Technician develops and implements an effective behavioral intervention plan for students.

SUPERVISION EXERCISED

May exercise technical and functional supervision over lower-level staff.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Works as a lead team member with instructional assistants, teachers, and other appropriate personnel to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed.

Participates as a lead team member in the development and monitoring of comprehensive behavioral objectives, goals, and plans, including a Behavior Emergency Report (BER), Functional Behavior Analysis (FBA) and/or a Behavior Intervention Plan (BIP).

Works one-on-one with students to affect behavior changes.

Evaluates students' needs and provides interventions to redirect behavior.

Implements behavioral programs designed to make positive and appropriate changes.

Assesses crisis situations and defuses situations using conflict resolution and crisis management techniques.

Reinforces appropriate behaviors and redirects negative behaviors.

Provides values clarification including rules, expectations, and consequences.

Implements consequences for inappropriate behavior.

With proper training, physically restrains students, if necessary, for students' safety or the safety of others.

Provides emergency behavioral support following the discretion of the Behavioral Analyst.

Works with related agencies to develop an effective program of activities to teach functional replacement behaviors.

Provides information to parents, guardians, or other care providers concerning action of students.

Ensures consistency of behavioral standards by coordinating with appropriate student contacts.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Monitors physical and emotional changes in students and reports to appropriate personnel and agencies.

Consults with instructional assistants, teachers, support staff and administrators to obtain information and advice on prior behavior problems, and provides information as necessary concerning behavioral concerns.

Collects documentation from classroom staff to present at Individualized Education Program (IEP) meetings including Functional Behavioral Assessment (FBA), individual tracking data, reinforcement surveys, and other pertinent materials.

Maintains a professional rapport with program/site staff.

Assists the school site team by monitoring student behavior changes, assisting with academics as directed by teacher, and supervising various activities during the course of the instructional day to maintain a controlled and safe environment for students and staff.

Attends IEP and student progress meetings as requested.

Maintains awareness of fire drill and lockdown procedures, earthquake preparation, and emergency contingency plan for the school site.

Implements school's emergency procedures as requested.

Attends and provides trainings regarding safety, security, physical restraints, and behavior management procedures as requested.

Collaborates with the Behavior Analyst to provide supervision hours for registered behavior technicians.

Provides crisis intervention training for staff.

Facilitates social skills instruction, recreational activities, and other learning opportunities as requested.

Attends and participates in program/site team meetings.

Maintains records and charts regarding contacts with students which detail proposed and completed behavioral objectives.

Maintains records management systems and other related documents which allow for efficient retrieval of necessary data.

Provides written reports of activities to staff and administrators including referral logs, crime, incident, and accident reports.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

May administer medication and maintain records of medications as directed by prescription, parent or guardian, and school nurse.

Maintains log for Medi-Cal billing.

Performs other related duties as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Appropriate behavioral intervention strategies.

Crisis management and de-escalation tactics such as Safety Care training.

Instructional methods and learning theory.

Laws, rules, and regulations of acceptable behavioral intervention.

Developmental processes of adolescents.

Interpersonal skills needed to manage crisis situations.

Principles of Positive Behavior Intervention Support (PBIS).

Record management systems.

Correct English grammar, punctuation, and spelling.

Standard software applications including videoconferencing platforms.

Skill and Ability to:

Assess situations and make proper judgments.

Understand behavioral situations and react accordingly.

Objectively analyze crisis situations.

Respond quickly to emergency situations.

Communicate effectively and make recommendations to various agencies, groups, and individuals.

Perform general clerical duties including maintaining accurate records and preparing clear and concise reports.

Skill and Ability to (Continued):

Communicate effectively in both oral and written forms with students and adults from different cultural and socioeconomic backgrounds.

Use a computer to prepare documents, emails, maintain records, conduct research, and gather information.

Work independently and make decisions within the framework of established guidelines.

Assist in training, planning, and directing the work of other employees.

Provide technical support as the working lead.

Work in a team environment.

Supervise students.

Be trained and updated in safety, security, physical restraints and behavior management procedures.

Be courteous and maintain a neat and clean appearance and demeanor at all times.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Education:

Equivalent to the possession of a Bachelor's degree with emphasis in psychology, social work, or special education;

Experience:

Progressively responsible experience in special education and working with students who are considered at-risk or who face academic and social-emotional challenges.

License or Certificate:

A certificate in crisis intervention and Board Certified Behavior Analyst (BCBA) certification are highly desirable.

Possession of, or ability to obtain, an appropriate valid California driver's license and appropriate vehicle operation insurance.

Qualification Requirements:

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.

Special Requirements:

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. Essential duties require the following physical skills and work environment:

Ability to work in a classroom environment with the ability to sit, stand, walk, kneel, crouch, stoop, squat, twist, reach and lift up to 60 pounds with the assistance of others.

Exposure to volatile and assaultive behavior; exposure to outdoors.

Ability to frequently travel in personal automobile to school sites and throughout the community.

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