



JOB DESCRIPTION

JOB TITLE: Technician – (Behavioral)

Position Type: Classified	Department: School
Salary Schedule: Classified	Reports to: Teacher/Principal
Salary Range: Range 20	
Term of Employment: 9 months	Date: November 3, 2017
Shift: Day	Approved by: Human Resources

POSITION SUMMARY:

Under direct supervision, the purpose of the position is to provide assistance to certified teachers, counselors, and other certified specialists in the consultant’s education, care, and development of students with severe emotional disabilities and other significant disabilities. Employees in this classification perform instructional, clerical, and behavioral management duties, and are responsible for providing personal assistance to students. Work is performed under the direction of a certified teacher, guidance counselor, or administrator. Essential functions as outlined herein are performed according to the exceptional needs of assigned students.

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.

ESSENTIAL FUNCTIONS:

- Provides instructional, vocational and developmental assistance to students who are significantly disabled as prescribed by the supervising teacher or other certified professional.
- Applies basic practices of effective behavioral management, and assists in the teaching of problem solving skills to students as prescribed by the supervising teacher, guidance counselor, or administrator.
- Assists with behavior management programs including monitoring and charting behaviors specific to individual behavior plans.
- Provides assistance in the learning area in dealing with behavioral issues 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 all crisis calls, assesses the situation, and responds accordingly.
- Assists the teacher in implementing the Individualized Education Program (IEP).

- Assists with daily cleaning, organizing and preparation of classroom materials as directed.
- Assists students as they arrive on buses taking them to and from learning areas and monitoring entrance conditions of individual students.
- Sets-up and implements a reward system for targeted student; assists in providing supervision and follow-up for students assigned to in-school suspension and/or work duty.
- Reinforces rules of the school and learning environment; acknowledges and encourages appropriate behavior and distinguishes inappropriate behavior for the students' understanding.
- Escorts, supervises, and provides assistance to students during breakfast, lunch, restroom visits, and other activities.
- Monitors, observes, and charts behavior of students in their exploratory classes and documents behavioral changes, outbursts, and other actions specific to the student.
- Assists in the preparation of lesson plans, behavior modification plans, and teacher's pre-planning sessions; provides input and assistance in the development of learning activities; prepares or assists in the preparation of instructional and vocational materials.
- Maintains accurate and complete records of student activities and behavior which may require the use of a computer terminal to enter student information and data; completes applicable forms, schedules, and instructional reports, as directed.
- May be assigned monitoring duties, i.e., hallways, lunchroom, restrooms, and bus duty; ensures appropriate student conduct during these periods; escorts students to designated activity areas, i.e., music room, computer room, art classes, assemblies, etc.
- May be assigned to various labs providing assistance to teachers and instruction/information to students; may translate lesson plan and other information to students for better understanding and comprehension.
- Assists students with gross motor activities, such as grasping, holding objects, posture, crawling, walking, and running, as appropriate to individual development.
- Assists students with fine motor activities, such as handling manipulatives, cutting materials, and coloring, as appropriate to individual development.
- Assists students with daily living skills, such as dressing, eating, lavatory needs, grooming, and personal hygiene as appropriate to individual development which may include diapering.

MARGINAL DUTIES:

- Other job related duties as assigned by the supervisor.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.

SUPERVISORY RESPONSIBILITIES:

- None.

SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Ability and desire to provide outstanding customer service.
- Ability to work effectively under time constraints.
- Must be able to comply with District's attendance standards as described in established guidelines.
- Must maintain a well-groomed appearance and follow the DVUSD Dress Code.
- Must be a team player and get along well with others.
- Must be highly organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Handwriting must be legible.
- Must have excellent communication skills.
- Must have excellent memory and ability to function well under stress.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Ability to read and interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Ability to write routine reports and correspondence.
- Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals.
- Ability to compute rate, ratio, discounts and percent and to draw and interpret bar graphs.
- Ability to solve practical problems and deal with a variety of concrete variables in standardized situations.
- Ability to effectively present information in one-on-one and small group situations.
- Interpersonal relation skills required.
- Must have basic knowledge of computers.
- Ability to operate specific equipment or tools.
- Requires the ability to evaluate, audit, deduce, and/or assess data and/or information using established criteria. Includes exercise of discretion in determining actual or probable consequences, and in referencing such evaluation to identify and select alternatives.
- Requires the ability to assist persons by action or interaction in carrying out specialized therapeutic plans and procedures.
- Must be physically able to appropriately restrain students if there is the need for protection of staff and students or property.

CERTIFICATES, LICENSES AND REGISTRATONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.

EDUCATION AND/OR EXPERIENCE:

- High school diploma or general education degree (GED).
- Minimum two (2) years working with school age children with exceptional needs in an educational environment that provides broad familiarity and understanding of the physical and emotional behaviors and challenges of children with severe disabilities; with demonstrated stress management skills; or
- Equivalent combination of education and experience.
- Must have and maintain (annually) Crisis Prevention Intervention (CPI) certification (District offered training).
- CPR/First Aid training required.

PHYSICAL DEMANDS:

- Regularly required to stand, use hands to finger, handle, or feel objects, tools, or controls, reach with hands and arms, and talk or hear.
- Must frequently climb or balance, stoop, kneel, crouch or crawl, and taste or smell.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must occasionally lift and/or move up to 50 pounds.
- Ability to fulfill the dexterity and physical requirements of the work, and effectively attend to school age children special needs.

ENVIRONMENTAL CONDITIONS:

- Tasks are regularly performed with exposure to adverse environmental conditions, such as violence when working with children with severe disabilities or emotionally disturbed.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.