

Title:	Behavior Technician	Reports To:	Site/Department Administrator	
Department:	Special Education	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input checked="" type="checkbox"/> CSEA 27 <input type="checkbox"/> AEA	<input type="checkbox"/> Management <input type="checkbox"/> Confidential <input type="checkbox"/> Unrepresented
Hours:	Varies	No. of Work Days:	183	
FLSA Classification:	<input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input type="checkbox"/> Update of job description <input checked="" type="checkbox"/> New job description	
Salary Schedule:	<input type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Administrative/Supervisory <input type="checkbox"/> Confidential		<input type="checkbox"/> Licensed <input type="checkbox"/> Unrepresented <input checked="" type="checkbox"/> CSEA 27 – Paraprofessional, Range 9 <input type="checkbox"/> CSEA 860	

DEFINITION

The Behavior Technician provides students with various disabilities behavioral interventions that support communication, social, and daily living skills and reduce problematic behaviors in school settings and the community, in accordance with the student’s Individualized Education Plan (IEP). The Behavior Technician collaborates as a member of the IEP team and handles a variety of assignments that relate to individual students’ specialized needs and related disabilities. A Behavior Technician works independently with students in a group or individual setting and collaborates with staff to support the implementation of classroom behavioral management systems and the implementation of behavior intervention plans for students. Under the direction of the program coordinator and/or site administrator, the Behavior Technician will routinely collaborate and receive direction from a Behavior Specialist.

SUPERVISION RECEIVED AND EXERCISED

Receives general supervision from the site administrator with the support of a Behavior Specialist.

ESSENTIAL FUNCTIONS

- Provides assigned students with support in individual or group settings for social skills development.
- Participates in team planning meetings and collaboration meetings related to assigned students.
- Implements and models individualized instructional program (such as discrete trial training, social skills development, behavior plan) developed by the Behavior Specialist or other appropriate staff.
- Prepares materials necessary for implementing individualized program as stated above.
- Supports students in transition to general education through use of inclusion support techniques such as shadowing using the least restrictive prompting procedures.
- Consults with the classroom teacher about upcoming assignments and necessary accommodations and modifications for the student based on IEP recommendations.
- Prepares materials and equipment needed for curriculum accommodations and modifications.

- Collects daily progress data on assigned students and reports on that data to supervisors and the IEP team.
- Assists in training staff members on best practice and appropriate interventions.
- Assist students in increasing the frequency or duration of safe and appropriate replacement behaviors by providing access to reinforcers (desired items/actions, attention, or removal of demands/aversive situations).
- Prompts safe and socially acceptable replacement behaviors in order to build a repertoire of communication, social interaction, and problem solving skills.
- Collaborates with IEP team members and other appropriate staff on a regular basis.
- Participates in district and/or SELPA required trainings relevant to the position.
- Implements Behavior Implementation Plan or Behavior Support Plan.

QUALIFICATIONS

Knowledge of:

- Child development, behavior interventions, applied behavior analysis
- Generally accepted evidence-based behavior intervention protocols
- Data collection and analysis
- Basic English language and math concepts

Ability to:

- Establish and maintain effective working relationships with students and staff members
- Demonstrate strong organizational skills
- Demonstrate strong problem solving skills
- Follow AUSD confidentiality guidelines
- Accurately collect behavior data including: A-B-C, count, frequency, duration, latency, inter-response time, event, and interval based recording
- Instruct and plan learning activities under the guidance of appropriate certificated staff or other appropriate specialist
- Operate standard office equipment
- Communicate satisfactorily in oral and written form
- Understand curriculum and instructional materials used at various grade levels
- Respond quickly to spontaneous behaviors

QUALIFICATIONS

Education and Experience:

- Minimum of 2 years prior experience working as an ABA paraprofessional/school paraprofessional
- Bachelor's Degree, preferably in Psychology, Child Development, Behavioral Psychology, or related field

Licenses and Certifications:

- Certification as a Registered Behavior Technician as issued by the Behavior Analyst Certification Board (BACB)
- Crisis Prevention Institute (CPI) Training certificate
- American Red Cross First Aid and CPR certificate preferred
- Possession of, or ability to obtain, a valid California Driver's License by time of appointment.

PHYSICAL DEMANDS

Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency		Activity	Frequency
Bend	F		Lift/carry 0-10 lbs	F
Twist	F		Lift/carry 11-25 lbs	F
Squat	F		Lift/carry 26-40 lbs	I
Kneel	I		Lift/carry 41-100 lbs	N
Climb	I		Stand	F
Reach above shoulder	I		Walk	F
Grip/Grasp	F		Sit	O
Extend/Flex Neck	I		Drive	I
Use Dominant Hand	F		Perform Repetitive Hand Motions	F
Use Non-Dominant Hand	I		Keyboarding/Mouse Work	I
Ability to See	F		Ability to Hear	F

ENVIRONMENTAL ELEMENTS

Employees primarily work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees occasionally work outdoors and are exposed to dust, fumes, allergens, vermin, parasites, or insects.

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.