

## MILPITAS UNIFIED SCHOOL DISTRICT

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**TITLE: BEHAVIOR INTERVENTION TECHNICIAN I**

**REPORTS TO: Assigned Supervisor**

**DEPARTMENT: Student Services**

**CLASSIFICATION: Classified**

**WORK YEAR: 10 Months**

**SALARY: Range 15-(17)**

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**BASIC FUNCTION:** Under general direction of the assigned supervisor, the Behavior Technician I is to implement basic behavioral techniques with students with significant needs, provide direct student contact individually or in groups, routine clerical/record keeping tasks to support the students' special education needs/program; assist with preparation of instructional materials.

### **ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:**

Implement basic behavioral techniques.

Support classroom teacher and related services staff in managing student behavioral needs.

Support student behavioral needs that can be related to a wide range of disabilities, including, but not limited to Autism, ADHD, Social-Emotional Needs (mental health needs).

Assist with outlined academic programs (as developed by classroom teacher) based on IEP goals.

Deliver Discrete Trial Therapy based on Principles of Applied Behavior Analysis (ABA) to individual students as indicated by IEP.

Instruct and facilitate small groups of students to encourage appropriate social skills learning.

Provide direct behavioral based intervention with student/s in the classroom, **and** school setting ~~and/or home environment~~ as described directly by classroom teacher, case manager, and/or supervisor.

Assist teachers and staff in implementing Individual Education Programs (IEPs) and Behavior Intervention Plans.

Set up instructional area and assist with or prepare/develop learning materials for specific ABA related activities.

Routinely record and collect data on student performance as related to IEP goals and objectives on student data collection sheets.

Perform basic clerical functions-copying, filing, etc. to support classroom teacher, case manager, or supervisor in maintaining student files pertaining to specific IEP goals and classroom/therapy materials.

Attend to and reinforce behavioral management needs as related to personal care needs of students including toileting, washing, feeding, etc.

Supervise and support students on playground and in playground activities as related to IEP goals and objectives. Assist student transitions between different environments and activities.

Provide and use appropriate reinforcement schedules as directed by classroom teacher and/or supervisor.

Engage in physical and sometimes strenuous activities with students as related to their behavioral needs such as running, lifting, positioning.

Participate in ongoing training and overlap of new technicians.

Performs other **related** duties as required by supervisor.

~~Other duties may be assigned.~~

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*QUALIFICATION REQUIREMENTS: 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. In addition, the individual must also meet the requirements of the No Child Left Behind Act of 2001, Section 1119(c) and (d), which requires that local education agencies (LEAs) receiving Title I funds ensure that Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002, shall have:*

*1. Passage of Basic Autism and Behavioral Needs District Assessment; and 2. No Child Left Behind Compliance; and) 3. High School Diploma or equivalent; and 4. Completed two years of study (48 semester units) at an institution of higher education; or 5. Obtained an associate's (or higher) degree; or 6. Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).*

### **ENTRANCE QUALIFICATIONS:**

Any combination equivalent to: High School Diploma or equivalent. Ability to pass the District Proficiency Examination at the level appropriate to the job classification and the Basic Autism and Behavioral Needs District Assessment.

### **SKILLS, KNOWLEDGE AND ABILITIES:**

#### **SKILLS, KNOWLEDGE OF:**

Knowledge of principles of child guidance, child development, instructional process and behavior modification/intervention with special education needs. Basic knowledge of Autism and other related disabilities. Correct usage of English, reading, grammar, composition and vocabulary. Arithmetic, mathematics and related calculations. Overseeing and managing students/children. Methods used in motivating and interesting students/children. Methods for effective cooperation with teachers, staff and adults. Care and handling of children. De-escalation and Physical Restraint skills. Tutoring of students/children of various age groups. Helpful methods for providing a proper learning environment. Planning and working with a variety of instructional programs. Principles of coordination and training. Organizing students/children into working and learning groups. Record-keeping techniques and filing. General goals and purposes of public schools.

#### **ABILITY TO:**

Assist in providing instruction to individuals or small groups of students. Understand and follow oral and written directions. Assist in planning programs and activities. Communicate effectively with students and where necessary, parents. Monitor and discipline students according to approved policies and procedures. Project a mature, constructive, stable and healthy attitude with children/students in a learning environment. Have an interest in students/children. Demonstrate good health. Perform clerical duties such as filing, duplicating and maintaining routine records. Learn the procedures, functions and limitations of assigned duties. Operate instructional and office equipment. Maintain cooperative working relationships with those contacted during the performance of required duties.

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### WORKING CONDITIONS:

#### 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.*

School classroom, playground, school campus, ~~community (home)~~. Subject to driving between school sites.

#### PHYSICAL ABILITIES:

*The physical demands described here are representative of those that must be met by an employee to successfully perform essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Standing for extended periods of time; walking long distances; run when need; bending at the waist to assist students; bend or twist at the neck and trunk, squat, reaching overhead, above the shoulders and horizontally; lifting, pushing and/or pulling which does not exceed 50 pounds and is an infrequent aspect of the job; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials. With appropriate training the employee must be able to restrain a student of up to 100 pounds. Specific vision abilities required by this job include close and distance vision and depth perception.

### LICENSE:

Valid California Driver's License Possess and maintain a valid First Aid or CPR certified—~~(Desired)~~  
**(REQUIRED)**

*\*Upon employment, employee will have 6 months to obtain First Aid/CPR Certificate.*

*The information contained in this job description is for compliance with the American with Disabilities (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional related duties are performed by the individuals holding this position and additional duties may be assigned.*

12.15

06.20 pending Board approval