

## **Behavior Technician I**

### **GENERAL PURPOSE OF POSITION**

The Behavior Technician I is a professional support position.

The Behavior Technician I provides behavioral services to individuals with severe developmental and cognitive disabilities, their families, and the staff who serve them. The Behavior Technician I collaborates with the Behavior Department team, classroom staff and therapists to implements behavioral intervention plans based on functional behavior assessments; trains staff on how to implement the behavior plan, is responsible for data collection procedures.

### **REPORTING RELATIONSHIP**

Reports to the Behavior Director

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Participates as a team member in the implementation and monitoring of comprehensive behavioral objectives, goals and plans, including a Behavior Support Plan (BSP) and/or a Behavior Intervention Plan (BIP).
- Evaluates student's needs and provides interventions to redirect behavior.
- Works one-on-one with students to affect behavior changes
- Implements behavioral programs designed to make positive and appropriate changes.
- Maintains documentation (e.g. charting) and collects data regarding contacts with students which detail students' progress towards behavioral objectives, students' response to behavioral prompts, and other data responsive to behavior support/intervention plans for the purpose of ongoing behavior intervention service planning and review.
- Assist classroom staff and therapists with students' behavioral needs
- Assists in training staff on implementation of students' behavior support/intervention plans including data collection which objectively documents progress of individual students.
- Trains staff on appropriate interventions which provide behavior intervention based on individualized needs of the student and provides ongoing guidance in proper use.

## Cantalician Center –Job Description

- Regularly reviews the use of restrictive procedures to ensure that staff is positive and proactive in their efforts to manage severe behavior problems.
- Collaborates with the instructional staff and others as needed for the purpose of implementing the behavior intervention plan as a team.
- Works in conjunction with the Behavior Director to facilitate the involvement of parents as related to behavior plans.
- In conjunction with Behavior Director and Behavior Coordinator, assists classroom teams with developing individual behavioral support plans for identified children as well as assisting with creation and implementation of classroom-wide behavior management as needed.
- Provide crisis intervention for students as needed.
- Provide care and services to promote a safe environment for students and staff.
- Utilizes Strategies for Crisis Intervention and Prevention (SCIP) procedures in the School Programs when necessary.
- Provides guidance to all assigned direct service staff for the implementation of SCIP procedures as they apply to the program, to individual students, and to the implementation of individual behavior management plans.
- Consistently comply with all agency policies and procedures.
- Performs other duties as requested by the Behavior Consultant II and Behavior Director.

### **SKILLS AND ABILITIES**

- Ability to remain calm during a crisis situation as evidenced by the ability to make quick rational decisions and prioritize immediate student needs to maintain a educational environment and ensure safety
- Possesses good time management skills.
- Ability and desire to work as part of an interdisciplinary team.
- High level of written and oral communication skills.
- High level of interpersonal skills.
- High level of behavior management skills.
- Ability to participate in the physical management of students which can include, but is not limited to, awareness and demonstration of safe body positioning at all times, awareness and coordination to block and deflect possible aggression
- Ability to be organized and to demonstrate knowledge of behavioral assessment.
- Proficient computer skills including Excel, WORD, and Outlook.

**EDUCATION AND/OR TRAINING**

Minimum: Associate's Degree in Education, Psychology, Human Services or a related field. One year of experience working with developmentally disabled students.

Preferred: Bachelor's Degree in Special Education, Psychology, Human Services or a related field from an accredited four year college or university. Two years of experience in implementing behavioral support plans with developmentally disabled students.

Must have certification in Strategies for Crisis Intervention and Prevention or Therapeutic Crisis Intervention or other recognized program for addressing and resolving crisis.

# Cantalician Center –Job Description

## PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities  
Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Stand			X	
Walk			X	
Sit		X		
Talk or hear				X
Use hands or fingers, handle or feel			X	
Push//Pull			X	
Stoop, kneel, crouch or crawl			X	
Reach with hands and arms			X	
Stair climbing			X	

This job requires that weight be lifted or force be exerted. Show  
how much and how often by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Up to 10 lbs.			X	
Up to 25 lbs.			X	
Up to 50 lbs.			X	

This job has special vision requirements. Check all that apply.

- ☒ Close Vision (clear vision at 20 inches or less)
- ☒ Distant Vision (clear vision at 20 inches or more)
- ☒ Color Vision (ability to identify and distinguish colors)
- ☒ Peripheral Vision (ability to observe an area that can be  
seen up and down or to the left and right while eyes
- ☒ Dept Perception (three dimensional vision; ability to judge  
distances and spatial relationship.
- ☒ Ability to Adjust Focus (ability to adjust eye to bring an object  
Into sharp focus)
- ☐ No Special Vision Requirements

Specific demands not listed:

Ability to work under pressure. Multi-task  
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## WORK ENVIRONMENT

This job requires exposure to the following environmental conditions.  
Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Outdoor weather conditions			X	

The typical noise level for the work environment is:  
Check all that apply.

- ☐ Very Quiet
- ☒ Loud Noise
- ☐ Quiet
- ☐ Very Loud Noise
- ☒ Moderate Noise

Hearing:

- ☒ Ability to hear alarms on equipment
- ☒ Ability to hear students/individual calls
- ☒ Ability to hear instructions from staff

## REPETITIVE MOTION ACTIONS

Number of Hours

Repetitive use of hands	0	1-2	3-4	5-6	7 +
A. Right only					
B. Left only					
C. Both					X

Grasping: simple/light:

A. Right only					
B. Left only					
C. Both					X

Grasping: Firm/heavy:

A. Right only					
B. Left only					
C. Both					X

Fine Dexterity:

A. Right only					
B. Left only					
C. Both					X