



BEHAVIOR TECHNICIAN I – II

SUMMARY/SCOPE/GOAL

To assist the behavior analyst in the performance of his/her duties such as data collection and the implementation of behavior intervention plans (BIP).

QUALIFICATIONS

BEHAVIOR TECHNICIAN I (GRADE 18):

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- High School diploma or equivalent required.
- Minimum of 60 semester hours from an accredited educational institution with at least 30 semester hours in general education core curriculum and/or child development and education or successful completion of the ParaPro Test with a score of 464 or higher.

PREFERRED/DESIRED:

- One (1) year experience working with children.

BEHAVIOR TECHNICIAN II (GRADE 19):

EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

REQUIRED:

- Associate of Arts or Science or higher degree from an accredited institution of higher learning.

PREFERRED/DESIRED:

- One (1) year experience working with children.
- Experience with persons with disabilities.

CERTIFICATIONS/LICENSES/TRAINING:

REQUIRED:

- Valid Florida Drivers' License

PREFERRED/DESIRED:

PERFORMANCE RESPONSIBILITIES

ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification, as necessary.

1. Assist the behavior analyst with the delivery of functional behavior assessment (FBA) and behavior intervention plans (BIP).
2. Assist in observing and collecting and reporting of student behavioral data.
3. Implement and modify reinforcement schedules as instructed by the behavior analyst.
4. Accompany students to regular education classes and special activities as necessary to implement the BIP.
5. Follow instructions of the behavior analyst to provide service to students such as positioning, communication, feeding, and behaviors described in the BIP.
6. Assist in the maintenance of student hygiene, (e.g., toileting, etc.), as described in the BIP.

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7. Will participate in training provided by the District and behavior analyst to enhance skills needed for working with exceptional students and basic principles of behavior analysis.
8. May be required to ride a bus with students with disabilities to assist in behavior plans related to transportation.
9. Will be required to travel between schools at the direction of the behavior analyst.
10. Will directly consult with teacher and teaching assistants regarding implementation of behavior intervention plans.
11. Provide all levels of crisis intervention as necessary: participate in annual CPI training to remain current on techniques and services related to CPI.
12. May be required to use the computer, augmentative communication devices, wheelchair, prone boards, M.O.V.E. equipment, VCR/monitor, and copy machines.

BEHAVIOR TECHNICIAN II – ADDITIONAL RESPONSIBILITIES:

13. Serve as mentor and professional development guide to Behavior Technician I as assigned.
14. Will be responsible for interpreting behavioral data weekly.

OTHER DUTIES:

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

JOB RELATED:

Knowledge and understanding of students with disabilities. Ability to follow directions and work as a team member. The ability to assist a bus driver with the loading, unloading, and monitoring of students with disabilities while on the bus may be required. Ability to work effectively with children and teachers.

GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

EQUIPMENT:

May use smart boards, tablets, Bunsen burners, chemical lab hoods, other classroom lab equipment, gym equipment, etc. that may be grade and subject specific. May use scales and/or equipment for the purposes of aptitude, skills, and/or behavioral diagnostics for the purposes of evaluating student performance within the prescribed parameters of their specific position.

Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

PHYSICAL DEMANDS/WORK ENVIRONMENT

PHYSICAL REQUIREMENTS:
(H) HEAVY WORK

Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Potential for exposure to bodily fluids and/or potential for violence/physical altercations.

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

TRAVEL:

Travel between sites occasionally. Travel out of county rarely.

FOR HR USE ONLY:

DIVISION:	Student Services	DEPARTMENT:	Student Services
TITLE CODE:	N4220, N4221	CONTENT BY:	Director, ESE Program Support
GRADE:	18, 19	COMPENSATION:	Human Resources
UNIT:	1010 CORE	LABOR RELATIONS:	Professional Standards & Labor Relations
LAST BOARD APVD:	2/27/2024	CLASSIFICATION:	Assistant Superintendent – Human Resources
SCHEDULE:	8 Hrs. – 9 Mos.		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	3/12/2002	Developed	Director, ESE Program Support
1.1	3/9/13	Revised: Change in Grade, function changes	
2.0	12/1/20	New Format and combine Behavior Tech I & II to one job description only difference was Education requirements and 2 areas of responsibility, as identified.	Human Resources
2.1	11/15/2021	Update physical requirements to ADA format, add schedule	Ellie Kelly – Human Resources
2.2	2/1/2024	Update requirements to preferred to increase applicant pool.	Dr. David O'Brien – Assistant Director Student Services Program Support
3.0	2/27/2024	Board Approved	Board

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.