

Jordan School District  
**CLASSIFIED JOB DESCRIPTION**

Job Title: **Behavior Technician (R53)**

Job Family: 04

Department: River's Edge School-Special Education

Lane Placement: **11**

Supervisor's Title: Principal

Contract: 184 days

FLSA Classification: \_\_\_\_\_ Non-Exempt \_\_\_\_\_

Hours per Day: 7

Original date: 06/19 Revised: \_\_\_\_\_ Revised: \_\_\_\_\_ Revised: \_\_\_\_\_**GENERAL FUNCTION**

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

The Behavior Technician provides support for students with behavioral difficulties in the general and special education setting. Supports teachers in implementing positive classroom management strategies, small group interventions and individual interventions to improve student engagement and academic outcomes. Coordinates with behavior specialists, teachers and student support teams to provide Tier 2 and Tier 3 interventions for students struggling with behavior in the classroom.

**ESSENTIAL FUNCTIONS**

- Support students with behavioral difficulties in the general and special education setting. Provide extensive assistance with the physical, emotional and educational needs of students with disabilities.
- Support teachers in implementing positive classroom management strategies, small group interventions and individual interventions to improve student engagement and academic outcomes.
- Work closely with behavior specialists, teachers and student support teams to provide Tier 2 and Tier 3 interventions for students struggling with behavior in the classroom.
- Work closely with school psychologists, social workers, instructional assistants, parents and school teams to implement behavior intervention plans.
- Model appropriate positive behavior intervention strategies, monitoring procedures and decision-making processes for teachers, para-educators and support staff.
- Collect and upload data for those students who need additional support in the classroom.
- Collaborate with other staff for the placement of student in special education settings.
- May be required to work with students with challenging and aggressive behavior.
- Drive to multiple locations within the District using a personal vehicle.
- Implement the student's IEP, including implementing behavior management plans.
- Maintain effective and positive communication with teachers, students, patrons, volunteers and District employees.
- Maintain confidentiality of student or District information by following district policies regarding confidential information.
- This position requires punctual and regular daily attendance at work location.

**NON-ESSENTIAL FUNCTIONS**

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

## **QUALIFICATION REQUIREMENTS**

- Incumbent must be fingerprinted and clear a criminal background check.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

### **Minimum Job Qualifications:**

- Requires a High school diploma, GED or equivalent as reviewed by the Department of Human Resources. Verification may be requested.
- Requires a Bachelor's degree in a behavior-related field from an accredited college or university.
- Requires a minimum of two to three years of experience working with minor students with behavior-related issues.
- Requires a minimum understanding of Least Restrictive Behavioral Interventions (LRBI) and behavior interventions.
- Requires knowledge in effective behavior management practices.
- May be required to complete and maintain certification in research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e. ASPEN, Mandt, etc.).
- Must have demonstrated expertise in one or more of the following areas:
  - Behavior management; social skills instruction
  - Strategies for students with autism
- Requires a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah. Must be able to provide own transportation if required to drive.
- Requires strong oral and written communication skills.
- Requires strong computer and educational technological skills.
- Requires the ability to establish and maintain effective working relationships with parents, school staff, District staff, students and patrons.
- Requires ability to exercise emotional control in difficult situations.
- Requires ability to solve a variety of problems relating to individual student needs and behaviors. Problem solving is guided by policies and procedures set by administration and district behavior specialists.
- Requires the ability to work as a member of a team as well as the ability to work independently with little direct supervision.
- Demonstrated ability to organize and attend to detail.
- Demonstrated ability to collaborate and mentor.
- Must be self-motivated and proactive in completing tasks with minimal direction.

**NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.**

### **Machines, Tools & Equipment Used:**

- Incumbent may operate a variety of Special Education equipment (e.g. office equipment, therapeutic equipment, adaptive devices, wheelchairs, physical education equipment, medical equipment lifts, language board and electronic communication devices, etc.).

### **Physical Requirements – Not limited to the following:**

- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.

- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Occasional hearing, near/far visual acuity and depth perception.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.

- Occasional (0-33%)    Frequent (34-66%)    Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

**NOTE:** *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*