

**RIVER DELTA UNIFIED SCHOOL DISTRICT  
BEHAVIOR MANAGEMENT TECHNICIAN**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.*

**DEFINITION**

Under the supervision of an administrator and working as a member of the site/program team, develops and implements an effective behavioral management plan for students including classroom activities, social skills, and peer relationships and other related duties as assigned.

**DIRECTLY RESPONSIBLE TO**

Appropriate Administrator

**SUPERVISION EXERCISED**

None

**ESSENTIAL AND MARGINAL FUNCTION STATEMENTS** -- *Essential and other important responsibilities and duties may include, but are not limited to, the following:*

**Essential Functions:**

**Behavior Management/Behavior Modification**

Works as a team member with teachers, counselors, and other appropriate personnel to establish positive student contacts that develop appropriate and positive behavior modifications enabling students to succeed; assists instructional personnel by participating as a team member in the development and monitoring of comprehensive behavioral activities, goals and plans, including a Behavior Support Plan (BSP) and/or a Behavior Intervention Plan (BIP); works one-on-one with students to affect behavior changes; evaluates students needs and provides interventions to redirect behavior; implements behavioral programs designed to make positive and appropriate changes; assesses crisis situations and diffuses situations using conflict resolution and crisis management techniques; reinforces appropriate behaviors and redirects negative behaviors; provided values clarification including rules, expectations and consequences, implements consequences for inappropriate behavior; with proper training, physically restrains students if necessary for safety.

**Communication/Consultation**

Works with related agencies to develop an effective program of activities for changing unacceptable behavior of students; provides information to parents, guardians, or other care providers concerning action of students; insures consistency of behavioral standards by coordinating with appropriate student contacts; monitors physical and emotional changes in students and reports to appropriate personnel and agencies; consults with teachers, support staff and administrators to obtain information and advice on prior behavior problems, and provides information as necessary concerning behavioral concerns.

**Program/Staff Support**

Maintain a professional rapport with program,/site staff; assists the school site team by monitoring student behavior changes, assisting with academics, and supervising with various activities during the course of the instructional day to maintain a controlled and safe environment for students and staff; attends IEP (Individualized Education Plan) and student progress meetings as requested; maintains awareness of fire drill procedures, earthquake preparation and emergency contingency plan for the school site; implements schools and emergency procedures as requested; attends and provides trainings regarding safety, security, physical restraints and behavior management procedures as requested; oversees peer counseling groups, social skills,

instruction, recreational activities, and other learning opportunities as requested; attends and participates in program/site team meetings.

#### Records Management

Maintains records and charts regarding contacts with students which detail proposed and completed behavioral objectives; maintains record management systems which allows for efficient retrievals of necessary data; provides written reports of activities to staff and administrators including referral logs, crime, incident, suspension and accident reports and student use of Guidance Center or In School Suspension room; may administer medication and maintain records of medications as directed by prescription, parent, or guardian, and school nurses; Maintains logs for Medi-Cal billings; maintains other related documents and records as necessary.

### **MINIMUM QUALIFICATIONS**

#### Education, Training, and Experience

Any combination of education, training and experience equivalent to the possession of a bachelor's degree with emphasis in psychology, social work or special education; previous experience in special education and working with at-risk students or students who are emotionally disturbed; professional assault crisis training (ProACT) is highly desirable.

#### Knowledge of:

Appropriate behavioral intervention strategies; instructional methods and learning theory; laws, rules, and regulations of acceptable behavioral intervention; interpersonal skills needed to manage crisis situations; records management systems; standard software applications.

#### Skill and Ability to:

Assess situations and make proper judgements; understand behavioral situations and react accordingly; objectively analyze crisis situations; respond quickly to emergency situations; communicate effectively and make recommendations to various agencies, groups and individuals; perform general clerical duties including maintaining accurate records and preparing clear and concise reports; communicate effectively in both oral and written forms from students and adults with different cultural and socio-economic backgrounds; use a computer to prepare documents and maintain records; work independently and make decisions within the framework of established guidelines; work in a team environment; supervise students; be trained and updated in safety, security, physical restraints, and behavior management procedures.