

Job Title: Behavior Support Technician - General Education
Department: Assigned School
Reports To: School Administrator
FLSA Status: Non Exempt
Salary Schedule: SC lane 04



SUMMARY

Working under the direction of the school administration and as a member of the school MTSS team, the general education Behavior Support Technician (BST) will assist Tier 2 students in regulating their emotions, learning replacement skills, reinforcing the application of skills, initiating restorative practices, collecting and recording data, and returning the student to class ready to learn and engage. A professional working relationship and daily communication will be required with all faculty members.

ESSENTIAL DUTIES AND RESPONSIBILITIES *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Supports *all* students in a Multi-Tiered System of Support (MTSS), by being a member of the school MTSS team, including School Administrator, School Counselor, Learning Coach, Site Coordinators, Teachers and other specified faculty.

Under the direction of the MTSS team and school teachers, works closely with and in constant communication with MTSS team members, to support students in additional educational needs including, but not limited to all core subjects, specials, behavioral needs, and social emotional skills.

Works as a member of the school MTSS team to participate in identifying individual student behavior needs, identifying the function of the behavior, and supporting the teaching and reinforcement of replacement skills. May be called upon to support a student when their needs exceed classroom support.

Understands all individual student's with a Tier 2 Behavior Plan to assist the student in learning the replacement skills being taught and reinforce the appropriate use of skills effectively and consistently.

Models self-regulation skills, role play skills and check for learning. Prepares students to return to class using the skills they are learning and be ready to engage in learning.

Initiates restorative practices with students as needed and agreed upon by school wide expectations and individual behavior plans.

Collects data on each student's actions and outcomes. Writes a summary of the data to share with the MTSS team. Prepares a monthly report on all data collected for the administration and district.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *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. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Must be able to self-regulate in emotionally charged situations to co-regulate with students and de-escalate students and others who may be escalated in the moment.

Ability to learn special needs of particular individuals.

Must be flexible and willing to work in a variety of schools and settings. Must have the ability to be understanding, patient, friendly, and show a receptive attitude toward children with special needs and must demonstrate the ability to remain calm under stressful conditions.

Ability to utilize methods of effective cooperation with instructional staff and other adults, including interpersonal skills.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to employees of the school district. Ability to meet and interact with teachers and students with tact, courtesy, and discretion.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

Associate's degree or 48 semester credit hours from a college/university; or passing results on an approved Paraprofessional Assessment.

Consideration will be given to individuals with equivalent work experience specific to students with emotional/behavioral disabilities.

CERTIFICATES, LICENSES, REGISTRATIONS

Must successfully complete the Registered Behavior Technician 40 hour training offered by [Autism Partnership Foundation](#) (or an approved equivalent training).

Must participate in ongoing, monthly booster training (in conjunction with LCSWs).

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

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk or hear, and move to various parts of school buildings. The employee must regularly lift and/or move up to 25 lbs., and occasionally lift and/or move up to 55 lbs. The employee may occasionally spend long periods of time on the floor (kneeling or sitting). Ability to escort and assist children as necessary. Specific vision abilities required by this job includes close vision, distance vision, color vision, peripheral vision, and the ability to adjust focus.

WORK 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.*

While performing the duties of this job, the noise level in the work environment is usually moderate.

Prepared By: Behavior & Mental Health Specialist	Date: 05/21/2021
Approved By: Assistant Director, Human Resources	Date: 05/26/2021
<input type="checkbox"/> Reviewed <input checked="" type="checkbox"/> Revised	By: Assistant Director, Human Resources Date: 07/27/2023

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	