

Job Title: Behavior Support Technician - Special Education
Department: Special Education
Reports To: Special Education Behavior Specialist or LCSW
FLSA Status: Non Exempt
Salary Schedule: SC lane 5



SUMMARY

Working under the direction of Special Education Behavior Specialist or Licensed Clinical Social Worker (LCSW), the BST assists students with mild/moderate disabilities who have moderate to intensive behavior and/or mental health needs. The BST may also support the implementation of behavioral programs and intensive behavior intervention services for students with disabilities. The BST establishes effective rapport with students and motivate students to develop appropriate social skills and attitudes leading toward improved behavior in order to foster greater independence in the student. Professional relations are developed and maintained with other staff.

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.*

Collects, documents, manages, and uses data to inform functional behavior assessments, behavior intervention plans, emergency safety interventions, referrals for additional supports, problem solving, schedules and services to benefit students. Changes to student programming are data driven and documented effectively.

Generates reports regarding behavior needs of individual students, including recommendations of behavioral strategies.

For specific students with mild/moderate disabilities that have moderate to intensive behavior and/or mental health needs, provides 1:1 intensive services in behavior and mental health, based on IEP (i.e. self-regulation coping, building learning momentum, etc.).

Works with school professionals and paraprofessionals to build school's capacity to address student's IEP services for students with mild/moderate disabilities who have moderate to intensive behavior and/or mental health needs. Capacity includes training school paraprofessionals, helping in the transfer of responsibility for implementation to the school team, etc.

Maintains current knowledge and improves skill application by participating in regular on-going professional development in the essential duties listed above and annual re-certification of ASPEN, required safety videos, and summer behavior boot camp.

Adheres to all local, state, and federal policies and procedures for special education compliance.

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 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 learn special needs of particular individuals.

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.

The employee must be able to pass the Pre-Employment Fitness for Duty Assessment.

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.

Employees working under this position description are considered to have regular contact with students who may place the incumbent at risk to bodily fluids. These employees are eligible to receive the Hepatitis A and B vaccines from the Southwest Utah Public Health Department, at no cost.

Prepared By: Special Education Cone Site Coordinator II		Date: 5/3/2016
Approved By: Executive Director, Human Resources		Date: 5/4/2016
<input type="checkbox"/> Review <input checked="" type="checkbox"/> Revised	By: HR Assistant Director	Date: 10/23/2017
<input type="checkbox"/> Review <input checked="" type="checkbox"/> Revised	By: HR Assistant Director	Date: 08/03/2018
<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:	