



## JOB DESCRIPTION

**Position Code:** 419  
**Classified Group:** CSEA  
**Salary Range:** 22  
**Work Days:** 206  
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**POSITION TITLE:** Social Emotional Support Technician

**DEFINITION:** Under supervision, provides support and guidance to assigned staff on how to implement and reinforce behavioral support strategies effectively in accordance with a defined emotional support plan; monitors and collects data on behaviors to document progress for identified students with demonstrated social, emotional and/or behavioral problems which interfere with the learning environment; may perform instructional tasks, in the judgement of the social emotional support provider (i.e. Counselor, Social Worker, etc.), that can be performed by a non-credentialed employee.

**DIRECTLY RESPONSIBLE TO:** Site Administrator as Assigned

**SUPERVISION OVER:** N/A

**DUTIES AND RESPONSIBILITIES:** (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Provides support and guidance to certificated staff, and other classroom support staff, by modeling and reinforcing behavioral support strategies in accordance with a student's emotional support plan.
2. Utilizes Applied Behavior Analysis (ABA) techniques to support identified students of varying ages and academic levels.
3. May assist in developing Behavioral Support Plans for identified students.
4. Assists certificated staff with the collection of data, implementation and/or writing of behavioral support plans or strategies, and evaluating their effectiveness, as assigned.
5. May assist in providing direct instruction to students and assist in the planning of learning activities per the student's individual needs under direct guidance of a certificated teacher as assigned.
6. Communicates with students using speech appropriate to the student's level of understanding.
7. Coaches students in communication, self-control and cooperation.
8. Reinforces a student's communication, self-control and cooperation skills.
9. Assists in the individualized instruction to meet educational objectives of students who primarily require behavior intervention strategies.
10. Monitors student and district staff responses in instructional settings during which student exhibits undesired behaviors for the purpose of tracking behaviors, developing alternative interventions and decreasing undesired behaviors.
11. Collects daily progress data for assigned student(s) and compiles reports based upon data.
12. Confers with teachers and specialists, as needed, in the development and assessment of individual student goals and objectives.
13. May oversee and supervise students in classrooms and on school grounds.
14. May respond to emergency situations (i.e. injured student, fights, and seizures) for the purpose of resolving immediate safety concerns following district protocols.
15. Participates in trainings to continue to learn new strategies for behavioral intervention and remediation.

16. May participate in field trips, community based training, travel and vocational trainings to assist identified students.
17. Performs related duties as assigned.

**QUALIFICATIONS:**

Education and Experience:

Any combination of education, experience, or training equivalent to graduation from a two year college, with major course work in social work, counseling, public administration, sociology, psychology or a closely related field. Additional qualifying experience may be substituted for up to two years of the required education on a year-for-year basis. Experience working with students who have severe behavior problems is preferred. Experience with Applied Behavior Analysis techniques is highly desirable.

Licenses and Certifications:

- Valid California Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license

Knowledge, Skills, and Abilities:

- Knowledge of applicable education laws, codes, regulations, policies and procedures
- Knowledge of social/emotional development, child guidance principles and practices
- Knowledge of curriculum and instructional materials used at various grade levels
- Knowledge of safe practices in the classroom and during activities
- Knowledge and understanding of unique needs of students with diverse cultural, linguistic and emotional and educational backgrounds
- Knowledge of the characteristics and behaviors of students identified with autism, emotional problems, ADHD and other social emotional impairments
- Knowledge of basic subject material including math, reading, English, language arts and writing
- Knowledge of data collection practices and report writing techniques
- Knowledge and skill in use of computers and associated software programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Ability to implement and demonstrate behavior management strategies in accordance with district policies and procedures
- Ability to monitor, observe and report student behavior and progress in accordance with district policies and procedures
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with administrators, staff and students
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff, parents, and students
- Ability to tolerate and manage frequent and extreme verbal outbursts, physically threatening behaviors, and being in confrontative situations
- Ability to analyze situations and adopt an effective course of action
- Ability to remain calm in stressful situations
- Ability to maintain consistent, punctual and regular attendance

**WORKING CONDITIONS:**

Work Environment:

- Indoor classroom environment
- Moderate noise
- Continuous contact with students and staff
- Frequent travel between district site

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Inspect documents and other written materials with fine print
- Communicate to exchange information in person, in small groups, and/or on the telephone
- Move about school and facilities to conduct work, including walking, standing, sitting, or remaining in a stationary position for long periods of time
- Move and lift objects weighing up to 35 pounds and objects weighing up to 150 pounds with assistance

Hazards:

- Exposure to and contact with blood and other bodily fluids
- Exposure to students who could possibly exhibit aggressive behaviors

Other Characteristics:

- Ability to attend trainings and maintain compliance with established district practices and procedures pertaining to behavioral support techniques

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: 5/8/2018  
Revised: 8/27/2019