LAWNDALE ELEMENTARY SCHOOL DISTRICT
Job Description

Behavior Intervention Technician

Department/Division:	Educational Services / Early Childhood
Reports To:	Director of Special Projects and Site Administrator
Provides Support To:	All students, parents, and staff
Classification Status:	Classified
Date Prepared:	April 2025
Board Adopted:	May 1, 2025

GENERAL PURPOSE

Under the direction of the assigned administrator, provides parent/staff behavior training, case management, behavior plan development, and implementation; supports PEP classroom daily activities including responding, redirecting, and helping students exhibiting significant behavior challenges across settings; observes, collects, and analyzes data to monitor behavioral progress.

ESSENTIAL FUNCTIONS

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Supports Parent/Caregiver Training in individual, small group, and large group settings for Early Childhood families.
- Assists with the development, implementation, and tracking of family case management training sequences and shares information with families/caregivers
- Conducts scheduled family case management and treatment planning/implementation meetings.
- Collects/analyzes data and modifies plans across settings including providing feedback and ongoing training
- Responds to children in crisis using approved Regional Implementation Program (RIP) strategies and techniques.
- Guides group activities while providing and implementing individualized behavior interventions specific to each student.
- Conducts data collection, modeling, coaching, and training on behavior plan implementation as well as classroom modifications/accommodations and instructional strategies in PEP classrooms
- Assists in lesson planning for classroom activities and social skills sessions to specifically target student skill acquisition and needs.
- Implements 1:1 Behavior Skills Training (BST) sessions with families including data collection, coaching, and feedback
- Provides Childcare and School Intervention Services (CCSI) when requested including travel to multiple sites for observations, data collection, intervention planning, collaboration meetings, training/modeling/coaching on behavior strategies across settings.
- Creates materials, visuals, and other supplies to be used in home or classrooms to support appropriate behavior.
- Attends and participates in meetings, in-service training, workshops, and conferences
- Performs related duties as assigned

KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS

KNOWLEDGE OF:

- Evidence-based behavior strategies and principles
- Data collection methods
- Early childhood developmentally appropriate practices
- Interpersonal skills including rapport building and professionalism
- Operation of a computer and assigned software
- Oral and written communication skills including correct language usage, spelling, grammar, and punctuation
- Positive behavior intervention support and intervention techniques
- Classroom management strategies
- Reading and writing English communication skills
- Record-keeping and report preparation techniques
- Creation and implementation of behavioral plans

ABILITY TO:

- Apply positive behavior support and intervention techniques and instructional methodologies.
- Provide training to small and large groups on behavioral strategies and support to families and staff
- Support in case management for families and teams with developing and following plans
- Support in the development and implementation of behavioral support plans
- Assist with the development of classroom lesson plans and social skills session plans
- Conduct ongoing family and staff training, coaching, and modeling to ensure the generalization of behavior plans and specialized strategies and techniques across settings
- Collect, analyze, and progress monitor data and individualized plans
- Communicate effectively and maintain cooperative relationships
- Drive to multiple sites daily to conduct work
- Maintain confidentiality of student records and communications
- Meet scheduled timelines
- Operate a computer and assigned office equipment
- Oversee and participate in the preparation and maintenance of records and reports
- Use de-escalation strategies to support challenging behaviors
- Prepare and adapt materials to enhance student access and performance
- Provide student assistance and instruction for developing functional skills of daily living and social-emotional skills

EDUCATION AND EXPERIENCE:

- Any combination equivalent to a high school diploma or equivalent, and some coursework/training in the area of child development/behavior.
- Experience working directly with children with behavioral difficulties.
- Experience developing, implementing, and supporting behavior plans preferred.
- Experience or documented training in collecting behavioral data in a school or home setting.
- Bilingual English/Spanish preferred.

LICENSES AND OTHER REQUIREMENTS:

- Successful passage of the district’s job-related proficiency test.
- Valid California Class C Driver's License and evidence of insurability

WORKING CONDITIONS

ENVIRONMENT:

- Indoor/classroom environment
- Around campus to include outdoor areas
- Driving a vehicle to conduct work

HAZARDS:

- Potential contact with dissatisfied or abusive individuals
- Potential contact with blood and other body fluids
- Potential contact with blood-borne pathogens and communicable diseases
- Traffic hazards

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

PHYSICAL DEMANDS:

- Dexterity hands and fingers to operate standard office and classroom equipment and perform assigned duties
- Sitting or standing for extended periods
- Hearing and speaking to exchange information
- Read a variety of materials and monitor student activities
- Bending at the waist, kneeling or crouching to assist students
- Reaching overhead, above the shoulders and horizontally, to retrieve and store supplies

MENTAL DEMANDS:

Demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students, parents, and others encountered during work. Establish and maintain cooperative relationships throughout the work environment. Learn quickly and follow verbal procedures and standards to accomplish assigned duties and apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including students and parents. Some stress may be encountered while performing the duties of this position.

Board Policy 4030: The Board of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.