

Work days/month: 210 days/10 months; 235 days/11 months

Salary: Range 42 (<https://www.sesd.org/Page/719>)

Basic Functions:

- Under the direction of an assigned supervisor (ex. SELPA Behavior Services Supervisor, BIS {Behavior Intervention Support} Supervisor/Coordinator, site administrator, etc.), this position will be part of a multi-disciplinary team assessing behaviors and determining appropriate behavioral intervention for the Therapeutic Learning Center (TLC) program and/or school-wide behavioral needs [i.e., Behavior Intervention Services, Multi-Tiered Systems of Support behavioral (MTSS) behavioral needs].

Essential Duties & Responsibilities:

- Confer with the Supervisor to develop, implement, and monitor student behavior management systems, behavioral programs, and Behavior Intervention Plans (BIPs) as needed.
- Train staff on how to implement these and monitor for fidelity. Develop behavioral lesson materials as needed.
- Provide effective consultation to team members (ex. school administrator, teacher, related service providers, paraeducators, parents/guardians, etc.) on the implementation of behavioral strategies to support classrooms and students.
- Complete behavioral assessments, including conducting observations taking data, and writing reports.
- Collect, analyze, and make relevant changes to programs based on the data.
- Identify environmental conditions that contribute to or sustain desired/undesired behavior and practicable interventions.
- Develop observable and measurable behavioral goals and objectives as appropriate (ex. For an IEP, SST, MTSS plan, etc.). Provide regular progress updates on goals.
- Provide behavioral updates for assigned cases and attend/present at relevant meetings (ex. IEP, 504, SST, etc.).
- Assist with student and staff scheduling to meet student behavioral support needs.
- Provide individual and/or group social skills training (i.e. pro-social communication, anger management, conflict resolution, etc.) to students.
- Cover behavior technicians' responsibilities if necessary, including direct service to students.
- Provide training for new behavior technicians, as well as ongoing coaching and support.
- Provide hands-on training within 1:1 and/or group sessions as needed for effective modeling and demonstration of recommended strategies to behavior technicians and/or school/classroom staff as appropriate.
- Develop and support behavioral presentations designed to meet site, district, and/or SELPA needs.
- Support School-Wide PBIS (Positive Behavior Interventions and Supports)/MTSS (Multi-Tiered Systems of Support) teams and initiatives as appropriate.
- Provide prudent and appropriate responses to behavioral crises.
- Attend individual & group supervision meetings.
- Provide feedback as requested related to behavior technician performance.
- Maintain confidentiality and comply with governmental laws and regulations, as well as District and SELPA policies and procedures.
- Assure the safety of students by following health protocols and safety rules.
- Perform other duties as requested by the supervisor.

Knowledge:

- Knowledge and experience pertaining to behavior management systems and working with collaborative teams.
- Knowledgeable in Special Education Laws & Applied Behavioral Analysis theories.
- Knowledge of learning disabilities, emotional disturbances, autism spectrum disorders, and intellectual disabilities.
- Possess specific knowledge in the area of behavioral theory and practice in relation to autism, emotional support, and extensive support needs, as well as to special education and general education settings.
- Communicate effectively with students, in a multi-ethnic setting and interact both formally and informally with District Staff, outside agency personnel, and the general public.
- Build strong, positive professional relationships through clear communication and follow-through.

Abilities:

- Ability to constructively engage in rapidly changing behavioral situations.
- Monitor, observe, and report student behavior and progress according to approved policies and procedures.
- Possess sound written and verbal communication skills.
- Understand and follow verbal and written instructions.
- Communicate effectively both verbally and in writing.
- Manage time and organize work effectively.
- Ability to lead a team and work independently.
- Provide behavioral support at various tiers of intervention as appropriate.
- Provide effective behavioral case management, including collecting, synthesizing, and analyzing data.
- Addressing needs through listening, planning, and problem-solving.
- Operate a variety of office equipment, such as a computer, copier, two-way radio, or other equipment unique to office activities.
- Requires ambulatory ability to move about office, classroom, school grounds, and community to support student programs.

Education and Experience:

- Possess a high school diploma and an AA degree from an accredited college or university, or 48-semester units from an institute of higher education, or have demonstrated knowledge of Language Arts, Mathematics, and the Ability to Assist in Instruction (Test).
- Experience working with students requiring a specialized learning environment.
- A Bachelor's or Master's Degree in the Human Services field is desirable.
- Two (2) years of direct service with a variety of students (ex. age, grade, disability, behavior profile, etc.) in a therapeutic/behavioral school setting is desirable.
- Desired knowledge of Applied Behavior Analysis (ABA) and Discrete Trial Training.

Required Licenses & Certificates:

- A valid driver's license.
- Fingerprint clearance from the Department of Justice and Federal Bureau of Investigation.

Working Conditions:**Environment:**

- Indoor classroom and community-based settings.
- Outdoor environment when required.
- Occasional public contact with emotional, dissatisfied, or demanding individuals.
- Work collaboratively with all District Office departments and school site personnel.

Physical Requirements:

- Auditory ability to exchange information in person or on the telephone.
- Visual acuity to read a variety of materials in both print and digital formats.
- Sitting/standing for extended periods.
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment.
- Kneeling, bending, and reaching overhead, above the shoulders, and horizontally, to retrieve and store files and supplies.
- Ability to lift up to 25 pounds.
- Engage in sometimes strenuous activities with students including running, lifting, weight shifting, and positioning.

Hazards:

- Abusive and potentially harmful outbursts from students.
- Potential for contact with blood and other body fluids.

Terms Of Employment:

- Salary and terms of employment are described in the Agreement between the Sunnyvale School District and the California School Employees Association (CSEA).

Evaluation:

- The performance of this job will be evaluated in accordance with the Agreement between the Sunnyvale School District and the California School Employees Association (CSEA).