

	Behavior Technician	Classified Position Initial Date: December 3, 2025 Board Approval: Feb. 12, 2026 Revision Date: Personnel Commission: Jan. 21, 2026 Range: 53, 7 hrs., 195 days Reports to: Director of Special Education
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Description of Basic Functions and Responsibilities:

Under the direction of the Director of Special Education, the Behavior Technician (BT) provides direct one-on-one and group behavior intervention services to students in a school setting under the guidance of a Board-Certified Behavior Analyst (BCBA). The BT is responsible to assist in curriculum access through appropriate positive behavioral supports, support classroom teachers by modeling positive behavioral supports for all staff, monitor non-structured times, and assist in advancing behavior with students so that the student acquires as much autonomy as possible. Behavior Technicians may be asked by their supervisor(s) to support student and program needs at various school sites.

Representative Duties:

- Implement behavior intervention plans (BIPs) designed by the BCBA.
- Provide one-on-one and small-group behavioral support to students in various educational settings, under the support of the BCBA.
- Collect and record data on student behaviors and skill acquisition.
- Assist teachers and school staff with behavior management strategies and student support.
- Use positive reinforcement techniques to encourage appropriate behaviors.
- Facilitate social skills training and assist students in engaging with peers.
- Support individualized education plans (IEPs) and collaborate with educators and therapists.
- Monitor student progress and report findings to the BCBA and school team.
- Participate in team meetings, training sessions, and professional development as required.
- Facilitate new para-educator shadowing and training
- Model/Train BIP with staff designed by the BCBA
- Maintain confidentiality and adhere to ethical guidelines set by the BACB (Behavior Analyst Certification Board).
- Other duties as assigned

Knowledge and Abilities

- Ability to maintain harmonious working relationships with students, staff, and community
- Ability to provide behavioral training to staff as directed by the BCBA
- Ability to receive direction by administrative personnel
- Ability to perform basic clerical work related to supporting students with behaviors (data taking)
- Ability to make decisions quickly regarding health and safety of students
- Ability to be sensitive to confidentiality of students/family situations

- Maintains confidentiality of records and discussions
- Knowledge of correct English usage, spelling, punctuation, and vocabulary
- Ability to speak clearly and effectively and follow oral and written directions
- Operates a variety of instructional media and equipment and maintains
- Empathize with special needs of students with disabilities
- Work independently
- Able to adjust to changing needs of students
- Ability to use office equipment
- Have transportation available if asked to provide services at another location

Education and Experience:

- High school diploma or equivalent (Associate's or Bachelor's degree in Psychology, Education, or a related field preferred).
- Prior experience working with children with autism, ADHD, or behavioral challenges in a school or clinical setting.
- Strong understanding of behavior management strategies.
- Ability to work collaboratively with teachers, therapists, and school administrators.
- Excellent communication, patience, and problem-solving skills.
- Ability to follow behavior intervention plans and collect data accurately.
- Must pass a background check and TB screening.

Licenses and Other Requirements

- Possesses a valid California Driver's License or Government issued ID
- Successful completion of the Safety-Care Crisis Intervention course, or other equivalent de-escalation and crisis responding course that is approved and provided by the district within 6 months of commencing employment in position

Working Conditions:

- Work primarily occurs in a classroom, therapy room, or outdoor school environment.
- Requires standing, walking, bending, and engaging with students at their level.
- May involve occasional lifting, running, or physical intervention for student safety.