



Poudre School District

HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Behavior Intervention Technician
- Student Services** FLSA Status: **Non-Exempt**
 Job Family: **Instructional Support** Pay Range: **PT20H**
 Prepared/Revised Date: **August 30, 2023** Job Code: **41425**

SUMMARY: Responsible for providing direct support and assistance to students demonstrating challenging behaviors under the direction of a district Behavior Intervention Coach. Assist school staff with implementing behavior intervention, 504, and/or safety plans to support individual student needs so they may fully participate in general education.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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. Frequency of duties, percent of time and work year may vary based on department or building assignment.*

Description of Job Tasks (limit of 13 of the most important tasks)	Frequency	% of Time
	Daily = D Weekly = W Monthly = M Quarterly = Q Annually = A	On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25%
1. Provide direct support to students demonstrating challenging behaviors in 1:1 and group settings and coach/train staff on the implementation of students' behavior intervention, 504, and/or safety plans.	D	70%
2. Assist district Behavior Intervention Coach with developing and reviewing student's Functional Behavior Assessment (FBA), behavior intervention, 504 and/or safety plans by collecting, recording, and summarizing student behavior data.	D	10%
3. Communicate with school-based teams and district Behavior Intervention Coach regarding individual student needs, progress, or concerns.	D	6%
4. Collaborate with school teams and attend behavior support meetings as necessary. Provide coaching and training to other paraprofessionals as needed.	D	5%
5. Attend work and arrive in a timely manner.	D	1%
6. Participate in appropriate professional development, department and team meetings.	M	6%
7. Perform other duties as assigned by district Behavior Intervention Coach.	Ongoing	2%
	TOTAL=	100%

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or GED equivalent
- Associate or Bachelor's degree in Psychology, Education, Special Education, or related field preferred
- Two years' experience in a school setting, working with students with behavior challenges and/or diagnoses (including students with Autism, SED, and other developmental disabilities)

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Registered Behavioral Technician (RBT) certification, including annual renewal and registration, or desire to work toward receiving RBT certification preferred
- CPR and CPI certification



TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Bilingual oral and written communication skills may be required or preferred
- Interpersonal relations skills
- Critical thinking, problem-solving, and decision-making skills
- Knowledge of behavioral data collection, analysis, and application
- Ability to have flexible work hours and flexible work locations
- Ability to commute between schools as assigned
- Ability and desire to work with students with behavior needs
- Ability to diffuse volatile student situations
- Ability to maintain confidentiality in all aspects of the job
- Ability to participate and work in a team environment
- Ability to accept constructive feedback and develop knowledge and skills accordingly
- Ability to develop and maintain professional relationships with students, co-workers, supervisors, families, and community members
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions and respond to management direction
- Ability to provide behavior supports including de-escalation and physical assistance
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers, peripherals and media equipment
- Operating knowledge of and experience with office software
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Direct reports:	This job has no direct supervisory responsibilities.	

- Responsible for supervising the behavior and well-being of students in the classroom, bus stops, hallways, restrooms, lunchrooms, and extracurricular activities

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below 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.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feed				X
Reach with hands and arms			X	



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds				X
Up to 50 pounds			X	
Up to 100 pounds		X		
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze				X
Communicate				X
Copy				X
Coordinate			X	
Instruct				X
Compute			X	
Synthesize		X		
Evaluate		X		
Interpersonal Skills				X
Compile			X	
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions			X	
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X
Depth perception	
Ability to adjust focus	X



NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	