

Sacramento County Office of Education Job Description

Classification Title: Lead Behavioral Management Technician

DEFINITION

Under general supervision and working as a lead member of the program and school site team, develops and implements an effective behavioral intervention plan for Sacramento County Office of Education (SCOE) students, including classroom activities and operations of a Guidance Center or In-School Suspension room; performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Lead Behavioral Management Technician differs from the Behavior Management Technician position in the level of responsibility; this is a working lead level; the incumbent may provide direction, establish priorities, assign tasks, and/or monitor the work of other personnel.

DIRECTLY RESPONSIBLE TO

Appropriate Administrator

SUPERVISION OVER

None; however, may give direction and monitor work of other staff.

DUTIES AND RESPONSIBILITIES

(This position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in this classification.)

Behavior Intervention and Support

Works as a lead team member with Behavior Management Technicians (BMTs), teachers, counselors, school social workers, and other appropriate personnel to establish positive student relationships to develop appropriate and positive behavior modifications enabling students to succeed; participates as a lead team member in the development and monitoring of comprehensive behavioral objectives, goals, and plans, including a Behavior Emergency Report (BER), Functional Behavior Analysis (FBA) and/or a Behavior Intervention Plan (BIP); oversees classroom activities and interventions within a Multi-Tiered System of Supports (MTSS) model; works one-on-one with students to implement positive behavior outcomes; evaluates student needs and provides interventions to redirect behavior; implements behavioral plans designed to make positive and appropriate interventions; assesses crisis situations and defuses situations using conflict resolution and crisis management techniques; reinforces appropriate behaviors and redirects negative behaviors; explains rules and expectations and models replacement behaviors; implements redirections for inappropriate behavior; implements approved emergency behavior interventions, which may include physical restraint if necessary and appropriate for classroom safety once trained or certified.

Communication/Consultation

Works with related agencies to develop an effective program of activities to support positive change of student behavior; provides information to parents, guardians, or other care providers concerning action of students; ensures consistency of behavioral standards by coordinating with appropriate teachers and school site staff; monitors physical and emotional changes in students and reports to appropriate personnel and agencies; consults with Behavior Management Technicians, teachers, support staff and administrators to obtain information and advice on prior behavior-related matters, and provides behavior-related information as necessary; collects documentation from BMTs to present at Individualized Education Program (IEP) meetings including FBA, School Wide Information System (SWIS) data, individual tracking data, reinforcement surveys, and other pertinent materials.

Program/Staff Support

Maintains a professional rapport with program and school site staff; assists school site team by monitoring student behavior changes, assisting with academics as directed by teacher, and supervising various

activities during the course of the instructional day to maintain a controlled and safe environment for students and staff; attends IEP and student progress meetings as requested; maintains awareness of fire drill and lockdown procedures, earthquake preparation, and emergency contingency plan for the school site; implements school's emergency procedures as requested; attends and provides trainings regarding safety, security, physical restraints, and behavior management procedures as requested; facilitates crisis intervention training for staff; oversees peer counseling groups, social skills instruction, recreational activities, and other learning opportunities as requested; attends and participates in program and school site team meetings as required.

Records Management

Maintains records and charts regarding contacts with students detailing proposed and completed behavioral objectives; maintains records management systems; provides written reports of activities to staff and administrators including referral logs, crime, incident, suspension, and accident reports, and student use of the Guidance Center or In-School Suspension room; may administer medication and maintain records of medications as directed by prescription, parent or guardian, and school nurse; maintains log for Medi-Cal billing; maintains other related documents and records as necessary.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Any combination of education, training, and experience equivalent to the possession of a bachelor's degree with emphasis in psychology, social work, or special education; progressively responsible experience in special education and working with students who are considered at-risk or who face challenges to their academic and social-emotional success; certificate in crisis intervention and Board Certified Behavior Analyst (BCBA) certification are highly desirable.

Knowledge of

Appropriate behavioral intervention strategies; instructional methods and learning theory; laws, rules, and regulations regarding effective behavioral intervention; developmental processes of adolescents; interpersonal skills needed to manage crisis situations; principles of Positive Behavior Intervention Support (PBIS); records management systems; correct English grammar, punctuation, and spelling; standard software applications including videoconferencing platforms.

Skill and Ability to

Assess situations and make proper judgments; understand behavioral situations and react accordingly; objectively analyze crisis situations; respond quickly to emergency situations; communicate effectively and make recommendations to various agencies, groups, and individuals; perform general clerical duties including maintaining accurate records and preparing clear and concise reports; communicate effectively in both oral and written forms with students and adults from diverse backgrounds; use a computer to perform various tasks such as preparing documents and emails, maintaining records, conducting research, and gathering information; work independently and make decisions within the framework of established guidelines; assist in training, planning, and directing the work of other employees; provide technical support as the working lead; work in a team environment; supervise students; be trained and updated in safety, security, physical restraints and behavior management procedures.

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