

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: School Based Behavior Technician

Department: Instruction

Grade G

H.P.D. 7

D.P.Y. 196

Job Description

Date Reviewed: July 2024

Reports To: Building Principal

Purpose of Job:

The purpose of this job is to perform as a School Based Behavior Technician in the Clarksville-Montgomery County School System while maintaining CMCSS Behavior Technician requirements. The School Based Behavior Technician will work collaboratively with teachers and other support staff to implement behavior intervention plans for students that require consistent and significant behavioral support during the school day. Duties and responsibilities include assisting special education teachers with classroom instruction, individual instruction, checking students' work under the direction of the teacher, sorting and filing, and loading/unloading children from the bus. Reports to Principal.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

- Assists with classroom instruction and individual student instruction; prepares instructional materials and helps modify materials to fit individual needs in general and/or special education settings.
- May conduct classes in teacher's absence or in case of emergency, with the understanding that all information shared is through re-teaching and not sharing new information. All new material is considered direct teaching and should be done by the certified classroom teacher.
- Supervises students under teacher direction or supervision.
- Assist with data collection to be determined by the student's IEP and BIP.
- Meet with Behavior Staff for ongoing training each month.
- Maintain CMCSS Behavior Technician Requirements
- Understand and apply the basic principles of ABA in classroom settings as directed.
- Assess student needs and provide interventions to redirect behavior.
- Collect and submit data for Functional Behavior Assessments and Behavior Intervention plans.
- Implement Behavior Intervention Plans to affect behavior changes.
- Regularly review, and remain well-versed in a multitude of Behavior Intervention Plans in order to implement the plans and monitor plans for multiple students, at the same time.
- When required, provide physical intervention for students demonstrating unsafe behaviors.
- Perform and document the district approved restraint and isolation; as well as participate in yearly crisis intervention training provided by the district
- Participate as a member of the school response team, and attend faculty meetings as requested.

- Work with multiple students as assigned by the administration, case manager, and/or BCBA.
- Escorts students to and from the classroom for lunch and various activities, including, but not limited to work programs and field trips. Assists students in any school setting environment necessary to meet student needs.
- Assists with drill and practice, group projects, seat work; make-up work and any necessary assignments. This may be done through small groups and/or inclusion general education settings.
- May perform clerical duties such as filing if time permits. The top priority for the role of an Educational Assistant is to work directly with students. A student should never be left without service for an EA to perform clerical duties. In addition, staffing is based on student service needs, so such duties would be incidental in nature and not planned in a schedule.
- May perform various other classroom tasks such as writing notes and reminders to parents, photocopying and making copies for teachers, and taking notes for teachers regarding students.
- May assist with keeping students clean; may feed, diaper and change clothing; may help in minor medical situations such as assisting with seizures and monitoring self-administration of medication.
- May consult and assist with general education teachers regarding student needs in their classroom setting.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Must meet the highly qualified standards for Paraprofessionals. High School Diploma (or Equivalent) required, completion of two years of study (48 semester hours) at an institution of higher education; or obtained an associate's or higher degree; or passing score of 456 on the ParaPro Assessment.

KNOWLEDGE OF JOB

Has considerable knowledge of the policies, procedures, and activities of the School System, Special Ed and classroom practices as they pertain to the performance of duties relating to the job. Has considerable knowledge of classroom practices as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties of the department. Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, etc. as they pertain to departmental operations and activities. Is able to effectively communicate and interact with supervisors, members of the general public and all other groups involved in the activities of the department. Is able to assemble information and made written reports and documents in a concise, clear and effective manner. Has good organizational, human relations, and technical skills. Is able to use independent judgment and work with little direct supervision when necessary. Has the ability to comprehend, interpret and apply regulations, procedures, and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Has the mathematical ability to handle required calculations. Is knowledgeable and proficient with computers.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

REQUIRED SKILLS, ABILITIES AND PHYSICAL REQUIREMENTS:

- Must be able to do occasional lifting, carrying, pushing and/or pulling of up to 50 pounds, standing, sitting, walking, bending, stooping or kneeling;
- Must be able to traverse school facility;
- Must have significant fine finger dexterity;

- Must be able to operate standard office equipment including pertinent and required software applications;
- Must possess excellent language skills (verbal and written) requiring the ability to read informational documentation, directions, instructions, policies and procedures related to this job, requiring the ability to give assignments and/or directions to co-workers, assistants, supervisors, students and parents/guardians, requiring the ability to deliver verbal and written communication in the English Language.
- Must possess excellent interpersonal skills with ability to interact with people (staff, supervisors, parents/guardians, students) and maintain professionalism and tact in all situations, including emergent ones, must be able to maintain constructive relationships;
- Must possess excellent organizational skills and attention to detail;
- Must be able to perform multiple, highly complex, technical tasks with periodic need to enhance skills in order to meet changing job conditions.
- Must be able to apply assessment instruments and analyze data and possess problem-solving skills.
- Must be able to make independent judgments in absence of supervision.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear: (talking - expressing or exchanging ideas by means of spoken words). (Hearing - perceiving nature of sounds by ear).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Employee's Munis Number

Date

Date