

TITLE:**Behavior Modification Tech (One-to-One)****QUALIFICATIONS:**

Some college coursework, plus responsible experience in behavior modification in regards to students with disabilities, or any equivalent combination of experience or training.

REPORTS TO:

Special Education Teacher

PRIMARY JOB GOAL:

To provide each at risk student with the individually-tailored help, counsel, and learning experience he/she needs to make progress toward behavioral and educational goals designed with his/her limitations in mind; to teach basic and/or advanced social, academic, and practical-living skills to students using a variety of techniques, materials, and equipment to initiate and reinforce behavioral change.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of principles and practices of modern public school behavior modification and the ability to apply them to the needs of the resource classroom setting; knowledge of the nature and effects of the at-risk conditions of the students to whom assigned; knowledge of current research and theory practices in the area of behavior and character education; ability to utilize multimedia and computer technology as appropriate; ability to move about to monitor students and check work in classrooms with a varied seating and desk organization; ability to communicate clearly both orally and in writing; ability to develop effective working relationships with the entire school community; ability to be flexible to adjust the behavioral program to any unanticipated interruptions/changes; in some instances, physical strength and dexterity that exceeds the level required of general education due to some situations requiring the control of certain behavior through physical restraint and providing physical education activities with students when appropriate.

PERFORMANCE RESPONSIBILITIES:

- Maintains at all times an orderly learning atmosphere and keeps the Special Education Teacher fully informed of the intervention program activities and problems.
- Participates in the behavior improvement process of students for reentry into the regular classroom.
- Determines specific behavior problems, skill deficiencies, and/or social adjustment difficulties of the student, and helps initiate the appropriate educational program as established by the Board of Education policies, school SBDM policies and school regulations.
- Assists in compiling case history data on those cases where additional intervention is deemed appropriate.
- Collaborates with other staff and parents to develop behavior plans for students in the intervention program.
- Provides instruction in the life goal domains – personal management, community, school, domestic, and vocational.
- Provides training and opportunities that help students with moderate to severe behavior, attendance and/or organizational problems be productive members of regular their assigned school classes.
- Utilizes a variety of instructional materials and available multimedia and computer technology to enhance learning.
- Establishes and maintains standards of individual student behavior within district policies, school SBDM policies and school regulations.
- Counsels students in identifying and dealing with their academic and/or social at-risk behaviors.

- Maintains professional competence through professional development activities provided by the district, school, and through self-selected professional growth activities.
- Assists in the selection of books, computer software, equipment, and other instructional materials, and keeps abreast of new trends and research in education reform.
- Works cooperatively with the supervising Special Education Teacher, other teachers, and support personnel in planning their assigned school goals, objectives, methods, and evaluation.
- Collaborates with other professionals to carry out school instructional or related activities; coordinates instructional activities and collaborates with other professional staff, both school-based and nonschool-based, to maximize student opportunities.
- Works cooperatively with classroom teachers, interpreting the behavior and/or attendance patterns of students and assisting with regular class assignments while in the intervention program, including the implementation of behavior goals and curriculum relating to the students' daily activities.
- If applicable, works closely with other teachers to modify class activities and maintain behavior of students with moderate to severe problems.
- Communicates along with Special Education Teacher with parents through conferences and other means to discuss pupil's progress and interpret the school program; and helps parents to understand the specific problems of, and the goals and operation of, the intervention program, apprising them of problems and progress.
- Creates a safe, disciplined, and effective classroom environment for learning through functional and attractive displays, bulletin boards, and learning centers, and through making sure all materials are in good condition and accessible to the students.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Assumes responsibility for requesting and maintaining needed equipment and supplies after consulting with the Special Education Teacher.
- Maintains proper inventories of non-expendable school supplies, materials, and equipment assigned to the classroom.
- Assists in upholding and enforcing school rules, administrative regulations, Board of Education policies, and school SBDM policies.
- Shares duties of the school as assigned by the Principal, and supervises pupils in out-of-classroom activities during the assigned working day.
- Observes the Board approved "chain of command" in airing grievances and in communicating suggestions for improving school operations meaning that an employee discusses their grievance with their building Principal first, then the Superintendent if a resolution is not reached with their immediate supervisor, and then the Board of Education if a resolution is still not reached.
- Attends faculty meetings and Parent/Teacher conferences, and serves on staff/district committees as assigned.
- Supports or participates in schoolwide student activities and social events and approved fund-raising activities if applicable.
- Always maintains the highest professional standards in personal conduct.
- Performs related duties and assumes other responsibilities as may be assigned by the Principal or the Superintendent.

PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT											
1. Check the frequency and number of hours a day the worker is required to do the following specific types of activities:											
ACTIVITY	FREQUENCY		# OF HOURS A DAY								
	CONTINUOUS	INTERMITTENT	1	2	3	4	5	6	7	8	8+
a. Sitting		X	X								
b. Walking	X						X				
c. Standing	X						X				

TERMS OF EMPLOYMENT:

Up to 185 days of employment; salary to be established by the Board of Education.

EVALUATION:

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

Date of Approval: March 5, 2019

I have read and understand the terms set forth in this job description.

Signature of Employee_____

Date Signed_____

Pending Board Approval