

DEPARTMENT OF EDUCATION
STATE OF HAWAII
BOARD OF EDUCATION SUPPORT SERVICES PERSONNEL

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Specifications for the:

BEHAVIORAL TECHNICIAN SERIES

Duties Summary:

In accordance with student's Applied Behavior Analysis (ABA) program, Behavior Intervention Plan (BIP), and/or Individualized Education Program (IEP), provides one-to-one behavioral intervention services to students with special needs during the school day in academic and non-academic related activities and performs other related duties as assigned.

Distinguishing Characteristics:

Participates as an educational team member under the direct clinical supervision of a professional licensed in behavior analysis while receiving administrative supervision from an educational officer. Positions in this series are primarily responsible for implementing individual student's ABA program and BIP to promote socially acceptable behaviors by using appropriate behavior management practices and techniques developed and directed by the assigned licensed professional.

This series is distinguished by its responsibility to execute interventions and assessments by establishing and maintaining therapeutic relationships with students in Pre-Kindergarten through Grade 12 who exhibit severe, challenging behavior that presents a risk to self or others; who possess communication and social interaction issues that impact learning; and/or whose multi-disciplinary school team has determined student's behavior has not been or is unlikely to be amendable with other interventions. These paraprofessionals prompt safe replacement behaviors to build a repertoire of communication, social interaction, and problem-solving skills; fade prompts appropriately to promote successful and independent responding; apply measurement procedures by collecting, recording, graphing, and maintaining various behavioral and program data pertaining to student's IEP objectives; provide various academic, social, vocational, and daily-living instruction in accordance with the IEP, including but not limited to ABA using evidence-based practices for individuals with Autism Spectrum Disorder (ASD) and other developmental disabilities; report observations on student progress, behavior, and instructional needs; and provide recommendations on follow-up activities.

Level Standards

Behavioral Technician I: This is the entry-level in the series. A position at this level receives a considerable amount of on-the-job training, specific and detailed instructions, close guidance in performing tasks, and close and frequent review of work.

Behavioral Technician II: This is the full-performance level in the series. A position at this level independently performs work within prescribed parameters, receiving specific instructions and guidance in new and unusual situations.

(NOTE: Both levels require supervision by the licensed professional for a minimum of 5% of the hours performing applied behavior-analytic services to students per month or supervision of a frequency, duration, and type that meets current requirements of the Behavior Analyst Certification Board (BACB) or other nationally certified behavior analysis organizations approved by law.)

Examples of Duties: *(Positions may not be assigned all of the duties listed nor do the examples necessarily include all the duties that may be assigned. The omission of specific statements does not preclude management from assigning such duties if such duties are a logical assignment for the position. The classification of a position should not be based solely on the examples of duties performed.)*

1. Implements ABA program and BIP with fidelity by using appropriate behavior management techniques with students exhibiting severe, challenging behavior.
2. Establishes and maintains relationships with students by pairing self as a supporting individual to build value and increase social interaction.
3. Prompts safe and socially acceptable replacement behaviors in order to build a repertoire of communication, social interaction, and problem-solving skills and fades prompts appropriately to promote both successful and independent responding.
4. Increases the frequency and duration of safe and appropriate replacement behaviors by providing access to reinforcers (desired actions, attention, or removal of demands/aversive behavior.)
5. Collects, records, graphs, and maintains various program and behavioral data, including A-B-C, count, frequency, duration, latency, interresponse time, or event- and interval-based recording.
6. Provides instructional support tasks, in accordance with the IEP and/or ABA program, by using evidence-based practices for individuals with ASD and other developmental disabilities.

7. Oversees independent study activities or small group instruction, as planned and prescribed by the licensed professional, by providing clear instruction, modeling, checking for understanding, guided and independent practice, feedback, and monitoring.
8. Instructs, assists, and accompanies students off campus as part of individual instructional programs including various academic, social, vocational, daily-living, and life-skill instruction.
9. Reports observations on student progress, behavior, or instructional needs to the licensed behavior analyst and teacher and provides recommendations on follow-up activities.
10. Participates in meetings, workshops, and other training activities to keep abreast of current behavioral and instructional methods, strategies, and/or techniques.

Knowledge and Abilities Required:

Knowledge of: Principles of ABA, behavior, verbal behavior, and positive behavioral supports; current research and range of evidence-based practices in the field of autism and/or other developmental disabilities; functional behavior assessments and behavior support plans; data collection, graphing, and analysis.

Ability to: Conduct and implement appropriate behavior management techniques, interventions, and measurement procedures; assist in conducting assessments; develop and maintain positive interpersonal relationships with students and staff; collect, record, and graph behavioral and program data; report observations on student progress and provide recommendations on follow-up activities; handle information in a confidential manner in accordance with established policies, procedures, and legal requirements; communicate clearly and effectively both orally and in writing; may perform heavy lifting, moving, and carrying.

Minimum Qualification Requirements:

Education Requirements:

Graduation from high school or equivalent.

In addition, the following minimum education requirements established within the parameters described by the Federal Government's No Child Left Behind Act of 2001. Applicants must meet one of the following requirements:

- 1) 48 semester credits of baccalaureate level courses from an accredited institution of higher education recognized by the Hawaii Department of Education. The credits may be from various program or academic subject areas but three must have been for math and three for English courses.

- 2) An Associate in Arts (AA) or Associate in Science (AS) degree or higher from an accredited institution recognized by the Hawaii Department of Education. The credits earned for the degree must include a minimum of 48 credits for courses at the baccalaureate level.
- 3) Successful completion of the ParaPro Assessment provided by the Education Testing Service (ETS).

Experience Requirements:

Except for the substitutions provided for below, applicants must have progressively responsible work experience of the kind, quality, and quantity described.

Class Title	General Experience (years)*	Specialized Experience (years)*	Technical Experience (years)*
Behavioral Technician I	1	2	0
Behavioral Technician II	1	2	1

*One (1) year of general, specialized, and technical experience is defined as a school year of approximately 180 “teacher duty” days or approximately 38 weeks per year.

General Experience: Experience which involved direct interaction with people and which demonstrated the ability to provide and elicit information and observe, evaluate, take action, or report accurately on different situations.

In addition, either concurrently or separately, there must be evidence of demonstrated ability to organize materials, maintain records, and write descriptions consisting of a few sentences detailing occurrences and observations. There must also be a demonstrated awareness of basic educational programs, goals, functions, and activities which may have been gained through involvement in activities such as serving on school/community committees, advising youth groups, or taking part in parent/teacher/student meetings and activities.

Specialized Experience: Work experience which involved direct contact with students/children and included managing activities, ensuring order, etc. The experience must have provided familiarity with common behavioral, academic, social, and developmental problems of students/children and the opportunity to observe the resolution of these problems by professional staff or participate in problem resolution under direction of professional staff. The experience must have also involved using a variety of instructional materials, techniques, equipment, and performance of specific instructional, counseling, or guidance tasks and testing routines.

This type of work experience is usually gained in a school, clinic, home, or community setting with positions performing a variety of supportive services to professional personnel directly engaged in the behavioral, academic, personal, social, communicative, adaptive, and/or vocational development of students.

Technical Experience: Progressively responsible work experience comparable** to that of the class, Behavioral Technician I. This experience must have included providing one-to-one behavioral intervention services by using appropriate behavior management practices and techniques in accordance with intervention/assessment plans to students exhibiting severe behavior. This experience must have involved the performance of the following core task skills: measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice.

**Comparable work is of equivalent difficulty and responsibility that provided the essential knowledge, skills, and abilities found in the referenced class.

Substitutions Allowed:

Substitution of Education for Experience:

1. Successful completion of coursework in a curriculum leading to an AA or AS degree from an accredited community college may be substituted for General Experience on the basis of fifteen (15) semester credits for one-half (1/2) year of experience.
2. Successful completion of coursework in a curriculum leading to an AA or AS degree from an accredited community college which included completion of a practicum which involved instruction-related activities may be substituted for General and/or Specialized Experience on the basis of fifteen (15) semester credits for one-half (1/2) year of experience.
3. Possession of an AA or AS degree from an accredited community college may be substituted for all of the General and Specialized Experience requirements.
4. Possession of a bachelor's degree or higher from an accredited college or university may be substituted for all of the General, Specialized, and Technical Experience requirements.
5. Excess Technical experience may be substituted for General and Specialized experience on a year-for-year basis.

Quality of Experience:

Possession of the required number of years of experience will not in itself be accepted as proof of qualification for a position. The applicant's overall experience must have been of such scope and level of responsibility as to conclusively demonstrate the ability to perform the duties of the position.

Credential Requirement:

Applicants must be a Registered Behavior Technician with the BACB or other nationally certified behavior analysis organization approved by law and must maintain annual recertification upon hire.

License Requirement:

Possession of a valid license to drive in the State of Hawaii.

Selective Certification:

Specialized knowledge, skills, and abilities may be required to perform the duties of some positions. For such positions, selective certification requirements may be established and certification may be restricted to eligibles who possess the pertinent experience and/or training required to perform the duties of the position.

Organizations requesting selective certification must show the connection between the kind of training and/or experience on which they wish to base selective certification and the duties of the position to be filled.

Tests:

Applicants may be required to qualify on an appropriate examination.

Physical and Medical Requirements:

Applicants must be able to perform the essential duties and responsibilities of the position effectively and safely, with or without reasonable accommodations.

This is the first specifications for the class, BEHAVIORAL TECHNICIAN I-II.

SIGNED DATE: 12/26/2018

/S/ Cynthia A. Covell

Cynthia A. Covell

Assistant Superintendent

Office of Talent Management

EFFECTIVE DATE: 01/01/2019