

BEHAVIORAL PROGRAMMING TECHNICIAN

Positions in this class provide technical paraprofessional support in a specialized aspect of the field of psychology. Employees work in a special unit or classroom, of multi-problem clients (residents/students) focusing on behavioral and aggression problems. Work includes providing base line assessments of behavior through observational recordings; recommending facets of design for appropriate behavioral and developmental/educational programs; carrying out training of clients and monitoring various professional and supportive staff to assure consistent implementation; and collecting and analyzing data on progress of the behavioral programs.

I. DIFFICULTY OF WORK:

Complexity - Employees provide assessment through observation and recording of behaviors in the classrooms and living areas to analyze the causations and effects. Employees concentrate on such things as what triggers aggressive behaviors, patterns of behavior as attention-getting devices, and the likes and/or interests clients respond to. Talking all these considerations into account, the employee identifies and recommends behavioral goals including the behaviors to work on, reinforcers and reinforcement intervals in precise steps to the psychologist. Recommendations are presented verbally on in an initial program draft. The behavioral programs are implemented in all program areas where the client is involved. Employees work directly with clients in educational/developmental instruction in academic, pre-academic, social, self-help skills, with emphasis on incorporating and refining behavior patterns. They must train staff in specific step sequences and monitor the behavioral programs for consistency as they are carried out by teachers, cottage staff, educational/developmental supportive personnel, health care, and various other multi-disciplines. Throughout implementation, employees record specific behaviors and responses, and suggest revisions in individual programs to the psychologist. Progress notes are written in precise behavioral terms.

Guidelines - The treatment team or the teacher identifies general behavioral problems and the psychologist outlines specific guides for observation; employee utilizes the Behavioral Management Manual and Institutional or School Policies and Procedures Manual.

II. RESPONSIBILITY:

Accountability - Employees work with clients in the center or school in a living unit or classroom setting along with the professionals from the educational and/or other disciplines in a living unit. Employees have occasional contact with family members if they visit the school or unit.

Consequence of Action - Aggressive behaviors disrupt the leaning-rehabilitative process in all activity areas. Clients' behaviors must be directed and altered to enable them to move on to other educational/developmental programs.

Review - Goals and recommendations for specific behavioral considerations are approved and incorporated in the comprehensive behavioral program design by the psychologist. The psychologist reviews data recorded on behaviors, and approximately quarterly reviews program progress with the technician for major design changes. The treatment team or teacher reviews the educational/developmental goals from reports and team staffing.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Work with clients is on monitoring specific behaviors and training in specific educational/developmental activities. Clients are multi-handicapped, with developmental disabilities that may limit understanding. In working with the other supportive and professional staff, employees

are communicating specific concepts and techniques regarding behavior management which is easily understood.

Purpose - Work with the clients ranges from explanation and instructions to motivation. Usually with other staff, employee is discussing strategies and techniques to be used in the living units, dorms, or home setting that can prove helpful in controlling existing behaviors.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - In the centers, work may be in a classroom or in the living unit. School buildings provide good conditions but in latter setting, odors and noise can be extensive at times. In the schools, work is in school classrooms or office which are well lighted and comfortable.

Nature and Potential of Personal Hazards - In the centers, work may require lifting. In both settings, employees could suffer bodily injury due to aggressive behaviors of clients.

V. JOB REQUIREMENTS:

Knowledges, Skills, and Abilities - Considerable knowledge of practical application of behavior management techniques. Considerable knowledge of practical application of task analysis and goal writing. Working knowledge of characteristics of population served. Skill in observing, evaluating, and recording behavior, its causations and effects. Skill in instructing. Ability to establish rapport and relate to population served, their families, and a variety of service disciplines (social workers, doctors, psychologists, teachers, nurses).

Minimum Education and Experience - Graduation from high school or equivalent and three years of instruction experience, two years of which must have been in instructional work requiring goal writing and application of behavioral management techniques at the level equivalent to the Educational/Developmental Assistant or Health Care Technician II; or an associate degree in mental health or child development program which includes a six-month practicum/internship in a similar setting, and one year of the above experience (one year of the above experience may be substituted for the practicum); or an equivalent combination of education and experience.

Minimum Education and Experience for a Trainee Appointment - Graduation from high school or equivalent and one year of experience at the Health Care Technician level that required some instruction, observation, and documentation, as an aide providing instruction in a classroom, or instructional experience in a community human services program; or an equivalent combination of education and experience.

Administering the class - College graduates in education, psychology, child development, or child and family may enter at the minimum of the class. Applicants with two or more years of college and two years of the above experience may enter and the minimum of the class.

Special Note: This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.