



WELLESLEY PUBLIC SCHOOLS
Wellesley, MA
Job Description

Title: Special Education Behavior Technician (K-22)

Job Goal: To assist professional staff in a district Special Education Program (Therapeutic Learning Center [TLC], Skills, Integrated Specialized Services [ISS] and LAUNCH) with the delivery of core curriculum by using unique knowledge, skills or training to support whole class instruction, behavior management, social facilitation and/or to deliver specialized instruction individually or to a small group of identified students.

Performance Responsibilities:

- Assigned to a Specialized Program (Therapeutic Learning Center [TLC], Skills, Integrated Specialized Services [ISS] and LAUNCH), facilitate the integration of students requiring unique, specially designed instruction to address increased independence in the classroom setting.
- Use specific skills, knowledge, and training to enhance instructional and behavioral strategies provided to the student.
- Collaborate and consult with teachers, specialists, special educators, and building administration on the planning and implementation of instruction.
- Modify instructional and assessment materials to meet the needs of individual students, as prescribed by the Individual Education Program (IEPs) under the direction of special education teacher(s).
- Monitor individual student progress using data collection through prescribed systems under the direction of special education department head, special education staff, Board Certified Behavioral Analyst (BCBA) and related service providers, academic and behavior interventionists, and building principal.
- Effectively implement structures and standards for behavior on an individual and in small groups in accordance with the individual behavior plans, as directed.
- Assist with the specific student supports, either as an individual or small group, with guidance from teaching staff in the implementation of IEP goals and benchmarks and related behavior plans.
- Provide student support services in all environments of the school setting (classroom, bathroom, recess, lunch, bus transition, arrival) under the guidance of the special education department head, special education and related service providers, academic and behavior interventionists, and building principal.
- Support students in the community setting, including monitoring safety of students and facilitating vocational skills when appropriate.
- Support the academic program (reteaching, reinforcing, reviewing, previewing, assessing, scribing, note taking, data collection); and behavioral program (data collection, cuing, providing motor breaks, implementing behavior plans) across settings.

- Participate, with other professional staff, in the planning meetings for students in the program, as needed.
- Provide regular feedback to the special education team members on the progress and challenges experienced by assigned students in addressing their IEP goals.
- Adapt to the varying needs of students with special education services.
- Perform Applied Behavioral Analysis (ABA) daily to meet student needs
- Practice Registered Behavior Technician (RBT) skills acquired through certification.
- Plan and facilitate socialization among students.
- Foster independence in students on IEPs by assisting them in the routines of school life, inclusive but not limited to toileting, feeding, dressing etc.
- Provide coverage for special education staff and general classroom teachers, as requested.
- Maintain a record of regular attendance, arrive and depart at specified contractual times, and notify appropriate personnel when absent.
- Complete district-approved de-escalation and safety training.
- Support lifting, positioning, and transitioning students as needed.
- Maintain flexibility in day-to-day priorities set to reflect changing student needs.
- Work in multiple classrooms or environments during the school day.
- Perform other related tasks or duties at the discretion of the department head or designee and/or principal.

Qualifications:

Bachelor's Degree preferred.

Demonstrate aptitude for work to be performed.

Successful completion of a Criminal Record Check (C.O.R.I.), Sexual Offender Record Check (S.O.R.I) and fingerprints.

Passion for working with children/students with disabilities.

High level of professionalism and the ability to maintain confidentiality as well as professional boundaries with families.

Ability to take initiative, exercise sound judgment and make decisions within scope of their authority.

A strong commitment to helping a wide variety of culturally diverse students achieve their full potential.

Basic knowledge of child growth and development.

Knowledge and at least one year of experience with program-specific needs; Applied Behavioral Analysis (ABA), Safety Care and preferred Registered Behavior Technician (RBT) certification.

Evaluated by: Building Principal with input from the Special Education Department Head

Work Year: In accordance with the Wellesley Educators Association – Unit C collective bargaining agreement

Salary/Benefits: In accordance with the Wellesley Educators Association – Unit C collective bargaining agreement

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations will be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, and/or hear. The employee is occasionally required to move about a building; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands or arms, climb or balance and stoop..

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus. The employee is required to have the cognitive ability and focus to manage multiple detailed tasks at once with frequent interruptions.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations will be made to enable individuals with disabilities to perform the essential functions.

Work is performed in an educational environment. Majority of the work is performed in a moderately noisy environment with frequent interruptions.

Non-Discrimination Statement:

Applicants for employment are considered without regard to age, physical, mental or psychiatric disability, genetics, race, religion, sex, sexual orientation, gender identity, marital status, national origin, or military status.

School Committee Approval Date: April 2, 2024