

Class Concept

Positions in this class provide technical paraprofessional support in the behavioral programming portion of a total habilitation plan for individuals with one or more disabilities. Employees support students/residents by monitoring specific behaviors and provide training to increase adaptive and pro-social behaviors. Work includes providing base line assessments of behavior through observational recordings in various settings (classrooms, living areas, and other locations); utilizing training techniques established from a library of options; recommending design components or changes for training programs; and collecting and analyzing data on cause and effects, triggers, behavioral patterns, likes, interests, and effectiveness of prescribed interventions.

Employees identify and recommend behavioral goals, reinforcers and reinforcement intervals to the Psychologist. Employees work directly with clients in educational/developmental instruction in academic, pre-academic, social, and self-help skills with an emphasis on incorporating and refining behavior patterns. Behavioral programs are implemented in all program areas in which the client participates and employees train staff (teachers, residential staff, educational/ developmental support staff, health care workers, and others) in step specific sequences, monitoring and data collection. Progress notes are written in behavioral terms and reports are provided to an interdisciplinary team.

Work is differentiated from the Behavioral Programming Specialist by its focus on observation and data collection. Positions at this level do not develop goaled programs.

Recruitment Standards

Knowledge, Skills, and Abilities

- Working knowledge of characteristics of population served.
- Considerable knowledge of practical application of behavior management techniques.
- Considerable knowledge of practical application of task analysis and goal writing.
- Skills in observing, evaluating, and recording behavior, its causations and effects.
- Skills in providing instructions to population served.
- Ability to quickly assess a situation, and make corrective steps to ensure safety.
- Ability to establish rapport and relate to population served, their families, and a variety of service disciplines (social workers, doctors, psychologists, teachers, and nurses).

Minimum Education and Experience

Associate degree in mental health or child development program from an appropriately accredited institution which includes a six-months 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

High school or General Educational Development (GED) diploma 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; or an equivalent combination of education and experience.

Minimum Education and Experience for a Trainee Appointment

High school or General Education Development (GED) diploma 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.

Note: This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA.

Administering the Class

Bachelor's degree 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 at the minimum of the class.