POSITION: REGISTERED BEHAVIOR TECHNICIAN (RBT) – SPECIAL EDUCATION

DEFINITION:
The Registered Behavior Technician (RBT) works under the supervision of the Executive Director, Special Education or designee, School Psychologist, BCBA, BCaBA. The RBT provides support to students and staff in a variety of Special Education classroom settings implementing behavior plans and teaching direct pro social skills that will improve the learning environment, assisting a certificated teacher and Instructional Assistants in reinforcing instruction, performing a variety of clerical duties in support of classroom activities. The RBT is primarily responsible for the direct implementation of behavior-analytic services and collection of data.

ESSENTIAL JOB TASKS:

1. Assists assigned students with following classroom routines and transitions for the purpose of providing proactive support to diminish negative student behaviors, and modeling appropriate participation in classroom routines.
2. Attends in-service presentations, and assigned training for the purpose of acquiring and/or conveying information relative to job functions.
3. Communicates with staff, administrators, and others for the purpose of exchanging information and resolving issues or concerns.
4. Documents observations of student performance in academic and school activities for the purpose of collecting appropriate behavior data and reporting progress regarding student performance and behavior.
5. Supports Instructional Assistants in guiding students in personal interactions and/or specific student issues for the purpose of assisting in promoting appropriate peer interactions and communication skills through adherence to positive behavior intervention plans.
6. Maintains manual and electronic files and records for the purpose of providing written reference related to students and assigned activities.
7. Implement appropriate measurement and recording procedures.
8. Assists assigned students with learning activities and the behavioral level system for the purpose of assisting teachers and mental health professionals to be able to ensure school safety, and a positive classroom environment.
9. Reports observations and incidents relating to specific students (e.g. inappropriate behavior, violation of rules, safety conditions, etc.) for the purpose of monitoring behavior plans, student behavioral levels, and communicating information to appropriate personnel.
10. Responds to emergency situations (e.g. injured student, fights, response team calls for restraints) for the purpose of providing a safe and positive learning environment. Administers immediate first aid and medical assistance as instructed by a health care provider.
11. Show competency and expertise in core program components, RBT, ProAct, etc.
12. Adapts classroom activities, test administrations, assignments and/or materials under the direction of the supervising teacher (e.g. drills, practices, assignments, projects, work area set-ups, etc.) for the purpose of assisting assigned teacher with the implementation of lesson plans, content standards and instructional activities.
13. Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, Pro-act training, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
14. Implements under the supervision of assigned teacher, BCBA, BCaBA, school psychologist behavioral plans designed by IEP team for students with behavior disorders or other special conditions (e.g. point system, daily progress reports, time out, Pro-act restraints, etc.) for the purpose of guiding students in personal
interactions and/or specific student issues towards the development of interpersonal skills and successful problem solving and self-regulating strategies.

15. Maintains classroom equipment, instructional materials and manual and electronic files/records (e.g. student data, inventory levels of classroom supplies, supply orders, behavioral plans, IEPs, library book records, iPads, Chrome Books, etc.) for the purpose of ensuring availability of items, providing written reference, providing a safe learning environment and/or meeting mandated requirements.

16. Monitors students during assigned periods within a variety of school environments (e.g. rest rooms, breakfast and lunch times, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.

17. Performs a variety of clerical functions (e.g. typing, duplicating, filing, tallying points for BIP, taking attendance, safety citation issuances, etc.) for the purpose of supporting the teacher in providing necessary records and materials.

18. Conduct preference assessments

19. Assist with individualized assessment procedures (e.g., curriculum-based, developmental, social skills).


21. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit for the purpose of providing a safe and positive learning environment.

KNOWLEDGE/SKILLS:

- Instructional methodologies and practices for students with severe disabilities
- Basic literacy and numeracy skills
- Positive behavioral programming
- Social skill development
- Data collection strategies.
- Stages of child development and learning styles
- Job related codes/laws/rules/regulations/policies
- School safety and security practices

ABILITIES:

- Communicate effectively with stakeholders, eg. (family caregivers, other professionals as authorized)
- Respond appropriately to feedback
- Understand and accurately follow oral and written instructions;
- Communicate effectively both orally and in writing;
- Meet schedules and deadlines;
- Operate standard office and classroom equipment including a computer and assigned software
- Flexibility is required to work with others; work with data utilizing defined and similar processes
- Work with a widely diverse population of individuals; work with a variety of data
- Specific ability based competencies required to satisfactorily perform the functions of the job include communicating with diverse groups; maintaining confidentiality; setting priorities; working as part of a team; working with constant interruptions, and adapting to changing work procedures.
- Work with a widely diverse population of individuals; work with a variety of data
- Form positive relationships with staff in order to provide effective coaching and learning opportunities.
REQUIRED QUALIFICATIONS:
- Associate’s degree in a job related area
- RBT Credential, through the Behavior Analyst Certification Board
- Valid California Driver’s License
- Any combination equivalent to: Associate’s degree in a related field and at least 3 years of experience in a school setting providing direct student support services.
- The stated education and experience requirements are the preferred minimum qualifications for this job. However, relevant experience to substitute for the education requirement and relevant education, certificates/or licenses to substitute for the experience requirement may be allowed.

WORKING CONDITIONS:
ENVIRONMENT AND PHYSICAL DEMANDS:
Classroom and outdoor environment. Occasional lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching and or crawling and significant fine finger dexterity. Generally, the job requires 30% sitting, 40% walking, and 30% standing, with occasional running. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Lifting and carrying students as assigned by the position. Reaching overhead, above the shoulders and horizontally.

HAZARDS:
Exposure to bodily fluids, bloodborne pathogens and infectious diseases.