



Job Title: Registered Behavior Technician (RBT)
Department: Assigned school or department
Reports To: School or Department Administrator
FLSA Status: Non Exempt
Salary Schedule: SA lane 04

SUMMARY

The Registered Behavior Technician (RBT) primary responsibility is to deliver/implement intense behavior support as outlined in the students behavior intervention plans under the guidance of the classroom teacher, the behavior team leader, and/or a Licensed Clinical Social Worker. The RBT will be responsible for the collection of data, conducting certain types of assessments, and training staff and parents on intervention plans and techniques. The RBT must have and maintain a valid Registered Behavior Technician Certification issued by the Behavior Analyst Certification Board (BACB). The RBT will be supervised by a licensed Board Certified Behavior Analyst 5% of the time.

ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.

Provides inclusion support and Discrete Trial Teaching (DTT) programming for students with developmental disabilities, autism, or other disabilities and behavior concerns.

Recommends instructional techniques, modifications, adaptations, and materials based on the unique needs of the students.

Collects data to determine support and intervention effectiveness, utilizing a variety of data collection methods. Changes to student programming are data driven and documented effectively.

Models effective behavior support in classrooms, including instructional control, prompting, and reinforcement strategies for students during a variety of routines.

Directs a team of two or more paraprofessionals to provide services to students with mild to severe disabilities.

Generates reports regarding behavioral needs of individual students, including recommendations on academic skills and behavioral strategies.

Establishes a positive, responsive, and collaborative relationship with all staff.

Respects the confidentiality of teachers and students. Provides only necessary details to people who work exclusively with students in order to make appropriate decisions regarding the student's placement and support needed.

Attends and participates in staff meetings and in-services as directed. Participates in Professional Learning Communities (PLC's).

Uses best practices based on researched evidence when planning and implementing interventions with students.

Meets established deadlines for required paperwork.

Operates various types of office equipment.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Understands how behavior is maintained and identifies the function of the student's behavior.

Ability to collect and utilize data in reports to be used by classroom teachers in the development of individualized learning plans (IEPS).

Is knowledgeable on where to obtain research while planning things such as, but not limited to, Journal of Applied Behavior Analysis (JABA) or Journal of Entry and Intensive Behavior Intervention (JEIBI).

Understands how to apply practices and techniques such as, but not limited to:

- Discrete Trial Teaching (DTT)
- Positive Behavior Supports
- Least Restrictive Behavioral Interventions (LRBI) and reporting guidelines
- Reinforcement strategies
- Prompting and the hierarchy of prompts
- Functional Behavior Assessments

Strong oral and written communication skills. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of employees of the school district.

Ability to work in a team environment and accept feedback.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

Ability to carry out instructions furnished in written, oral, or diagram form. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

Associate's degree or 48 semester credit hours from a college/university; or passing results on an approved Paraprofessional Assessment.

Consideration will be given to individuals with equivalent work experience specific to working with students with emotional/behavioral disabilities.

CERTIFICATES, LICENSES, REGISTRATIONS

Must have a Registered Behavior Technician (RBT) Certification issued by the Behavior Analyst Certification Board (BACB).

Will be required to complete the following training within 12 months of starting position:

- WCSD Intensive Behavior Intervention (IBI) Training Level I
- WCSD Intensive Behavior Intervention (IBI) Training Level II

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 may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk or hear, and move to various parts of school buildings. The employee must regularly lift and/or move up to 25 lbs., and occasionally lift and/or move up to 55 lbs. The employee may occasionally spend long periods of time on floor (kneeling or sitting). Ability to escort and assist children as necessary. Specific vision abilities required by this job includes close vision, distance vision, color vision, peripheral vision, and the ability to adjust focus.

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 may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the noise level in the work environment is usually moderate.

Prepared By: Early Childhood Coordinator II		Date: 10/28/2015	
Approved By: Executive Director Human Resources		Date: 10/29/2015	
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: Director of Special Education	Date: 01/30/2017
<input type="checkbox"/> Review	<input checked="" type="checkbox"/> Revised	By: HR Assistant Director	Date: 04/06/2021
<input type="checkbox"/> Review	<input type="checkbox"/> Revised	By:	Date:
<input type="checkbox"/> Review	<input type="checkbox"/> Revised	By:	Date:

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description

and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	