

Position Description

To perform this job successfully, an individual must be able to perform the essential job functions satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary job functions herein described. Since every duty associated with this position may not be described herein, employees may be required to perform duties not specifically spelled out in the job description, but which may be reasonably considered to be incidental in the performing of their duties just as though they were actually written out in this job description.

Job Title:	Registered Behavior Technician
Pay Table:	Support
Pay Grade:	11
FLSA Status:	Non-Exempt
Job Code:	890
Reports to:	Special Education Coordinator

JOB SUMMARY

Under the general supervision of the Special Education Coordinator, a Board Certified Behavior Analyst, the Registered Behavior Technician (RBT) provides teachers, classroom assistants and other school team members with assessments, targeted behavior plans, accommodations, and specific behavioral strategies for managing and reducing student behavior challenges. The RBT provides professional development to school staff (certified and classified) on behavioral principles, intervention, and student engagement. The position involves data collection, training with school staff, working directly with students, modeling programming and intervention and some direct implementation of interventions with students. This may include working with severe behavioral problems.

ESSENTIAL JOB FUNCTIONS

- Establishes & maintains therapeutic relationship by pairing self as a reinforcing entity.
- Prompts safe and socially acceptable replacement behaviors to build a repertoire of communication, social interaction, and problem-solving skills.
- Systematically fades prompts to promote both successful and independent behaviors.
- Increases the frequency or duration of safe and appropriate replacement behaviors by providing access to reinforcers.
- Collects behavior data including A-B-C, count, frequency, duration, latency, inter-response time, event, and interval-based recording.
- Follows the treatment plan goals and interventions utilizing sound judgment, seeks out appropriate consultation, and other Behavior Analyst Certification Board (BACB) approved tasks as assigned.
- Assigned/introduced to K-12 classroom student behavior problems by supervising Behavioral Specialist. Most typically assigned to those students who exhibit the most significant behavior difficulties within the district population (1-5% of special education student population). Meets with student, teacher and other members of involved school team (e.g., assistants, principal, school psychologist).
- Assesses situation through observation, consultation with teacher, discussion with school team members. Frequently gathers or initiates gathering of baseline and

other student behavioral data. Prepares and/or recommends preparation of various charts and data summaries.

- Supports teacher and assistants through observation, consultation, temporary management of student behavior, recommendations, academic instruction accommodations or modifications and joint development of possible behavioral interventions.
- Consults with teacher and other team members, providing suggestions, support, and modeling during implementation of various interventions. Encourages teachers and assistants throughout difficult behavioral adjustment process.
- Provides positive behavior support and instructs students in the mediation of conflicts, self-monitoring, recognition of cues and prompts and use of anger control strategies.
- Maintains and/or initiates collection of behavioral data.
- Discusses behavioral data with other school team members. May develop alternative interventions or determine other required data. Oversees sensory implementation and integration.
- Trains assistants and consults regarding data gathering, application of interventions, etc.
- Interacts with parents, discussing and reviewing data and student behavior/progress.
- May attend and participate in IEP meetings for students they serve. Monitors compliance with student IEP goals and assists in insuring that goals are met.
- Assists in and provides inservice training for teachers and classroom assistants on a school and district level. May assist developing training programs and presentations on various behavioral topics.
- Attends conferences and training sessions.
- Presents at state and national conferences.

MINIMUM REQUIREMENTS

- Associate's degree; 48 semester hours at an institution of higher education; para-educator certificate; or passing Utah State Office of Education approved para-professional test.
- District and state inservice training (required after hiring).
- Significant experience working with students with special needs.
- Successful completion of the RBT competency assessment and exam.
- One year of experience as an RBT.
- Two years of successful experience working with children and adolescents with significant behavioral needs, preferably students with ASD or other developmental disabilities.
- Safety Care certification and Time-out certification.
- Driver's license.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of and experience with the direct implementation of behavior management techniques with both groups and individuals.
- Must have strong interpersonal skills to work with variety of teachers, principals, parents, students and staff members.
- Ability to build and maintain relationships with students.

- Ability and desire to work patiently and compassionately with students who have challenging behaviors (e.g., yelling, biting, hitting, kicking, pinching).
- Ability to work independently and with a team.
- Ability to communicate thoughts and ideas effectively to other members of your team.
- Strong organizational and time management skills.
- Ability to manage multiple tasks.
- Must have specific and functional knowledge of Special Education law.
- Must have ability to problem solve and to implement variety of academic and behavioral programs, under behavior specialists/teachers supervision.

PHYSICAL DEMANDS

Moderately heavy work: Exerting up to 75 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects. The work also requires the following physical abilities in order to perform the essential job functions: balancing, climbing, crawling, crouching, feeling, fingering, grasping, handling, hearing, kneeling, lifting, mental acuity, pulling, pushing, reaching, repetitive motion, speaking, standing, stooping, talking, visual acuity and walking.

WORKING CONDITIONS

Employees in this position deal with crisis situations that require them to make major decisions involving people, resources, and property.

The Davis School District has the right to revise this position description at any time.