

## **DINUBA UNIFIED SCHOOL DISTRICT**

### **CLASS TITLE: REGISTERED BEHAVIOR TECHNICIAN**

#### **BASIC FUNCTION:**

Under the direction of: the Director-Special Student Services, the classroom teacher and the school psychologist, the RBT assists assigned students with following classroom routines and transitions for the purpose of providing pro- active support to diminish negative student behaviors, and modeling appropriate participation in classroom routines.

#### **REPRESENTATIVE DUTIES:**

##### **ESSENTIAL DUTIES:**

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.

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.

Maintains manual and electronic files and records for the purpose of providing written reference related to students and assigned activities.

Implements appropriate measurement and recording procedures.

Assists assigned students with learning activities, using behavior management system, for the purpose of assisting teachers and mental health professionals to be able to ensure school safety, and a positive classroom environment.

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 progress, and communicating information to appropriate personnel.

Responds to emergency situations for the purpose of providing a safe and positive learning environment. Administers immediate first aid and medical assistance as instructed by health care personnel.

Show competency and expertise in core program components, (ABA, CPI, PBIS, etc.)

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.

Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, CPI training, etc.) for the purpose of acquiring and/or conveying information relative to job functions.

Implements under the supervision of assigned teacher, BCBA, or school psychologist behavioral plans designed by IEP team for students with behavior disorders or other special conditions (e.g. point system, daily progress reports, breaks, de-escalation techniques, 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.

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.

Monitor and/or supervise students during assigned periods within a variety of school environments (e.g. restrooms, breakfast and lunch times, playground, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment. Assist students with personal hygiene; wash hands and faces; toilet students and change diapers and clothing as necessary; assist students with eating activities.

Performs a variety of clerical functions (e.g. duplicating, filing, creating data charts for BIP, etc.) for the purpose of supporting the teacher in providing necessary records and materials.

Conduct preference assessments.

Assist with functional behavior assessment procedures.

Provide data and documentation for regularly scheduled behavior team meetings in order to facilitate the discussion of student progress.

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.

Attends in-service presentations, and assigned training for the purpose of acquiring and/or conveying information relative to job functions.

Communicates with staff, administrators, and others for the purpose of exchanging information and resolving issues or concerns.

**OTHER DUTIES:**

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Working with students with developmental, emotional and behavioral disorders to change, alter and improve students' social interaction skills.

Perform basic math calculations.

**ABILITY TO:**

Recognize and follow procedures when disruptive, abusive, and/or dangerous behavior occurs.

Demonstrate an understanding, patient, and receptive attitude toward children.

Participate as member of a behavior intervention team supporting students' progress.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: Associate's degree in a related field and at least 2 years of experience in a school. Setting providing direct student support services. Experience working with special needs students in an educational or social services setting. Experience working with children with Autism and related disorders preferred. Apply behavior modification techniques in accordance with ABA practices.

**LICENSES AND OTHER REQUIREMENTS:**

RBT Certification, through the Behavior Analyst Certification Board

Valid California Driver's License

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Classroom and outdoor environment.

**PHYSICAL DEMANDS:**

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.

Employee \_\_\_\_\_ Date \_\_\_\_\_

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

Board Approved: \_\_\_\_\_, 2022