



Fremont Union High School District

Position: Paraeducator, Registered Behavior Technician (RBT)

Department/Site:	School Site	Range:	109
Reports to/ Evaluated by:	Assistant Principal/Coordinator	Work Year:	183
		Months:	10

Summary of Basic Functions & Responsibilities

Under the direction of an assigned supervisor, assist in the supervision and instruction of general education or special education students requiring behavior intervention; relieve teacher of routine clerical tasks; and assist students by providing specialized instructional assistance. The Para-Educator, Registered Behavior Technician (RBT) will be trained and certified as a crisis intervention trainer in order to provide ongoing training to district staff and coaching of crisis intervention best practices. Understands and works effectively with people of differing cultures.

Essential Duties & Responsibilities

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

- Assists one or more teachers with presentation of learning materials and instructional exercises. Assists in conducting lessons and with other classroom activities such as projects, small group exercises, and independent study.
- Assists teachers, parents, and employees for the purpose of implementing lesson plans and/or developing students' vocational daily living, behavioral, and social skills.
- Confers with teachers, parents, and/or appropriate community agency personnel for the purpose of assisting in evaluation of students' progress and/or implementing students' objectives.
- Coaches students in various school related tasks for the purpose of developing developmentally appropriate skills in the classroom, on school grounds and in the community.
- Prepares for and assists with classroom projects and special assignments. Organizes materials and supplies to facilitate use by students, assists students requiring help, offers positive feedback and alternatives, and cleans up work areas following projects.
- Works with individuals or small groups of general education and special education students. Listens to and reinforces instructions given by teachers in reading, spelling, math, science, social studies and other subjects.
- Assists in maintaining order among students in the classroom, on school grounds and in the community. Supervises students in the classroom, on school grounds and in gathering areas, during community-based instruction, on field trips, and at special events.
- Monitors classroom activities when a teacher is away from the classroom. Accompanies students going from one location to another. Observes, monitors, and controls behavior of students within approved procedures.
- Reports student academic, behavioral and vocational progress and performance to behavior specialists and teachers. Documents student progress by collecting data and creating data reports as needed.
- Assists with preparation of instructional and testing materials.
- Confers, as needed, with teachers concerning student needs. Alerts teachers to any special problems or information concerning students.
- Performs record keeping and basic clerical functions, scheduling, copying, etc. for the purpose of supporting the teacher in maintaining student files and providing classroom materials.

- Records student progress for the purpose of documenting student performance and maintaining updated records.
- Assists and guides students by appropriate role modeling, (including personal appearance), emotional support, patience, and a friendly, engaging attitude.
- Uses strategies and incentives as positive reinforcement. Provides constant supervision of students. Assesses the need for, and uses appropriate positive behavioral interventions in accordance with grade level and student's ability to understand.
- Prepares display and bulletin board materials for beautification and decoration of the classroom environment. Assists in maintaining a neat, orderly, and attractive learning environment that supports learning.
- Sets up and operates audiovisual equipment, computers, and other equipment that serves to assist and enhance instructional programs.
- May assist with loading and unloading of students onto buses at the school sites as well as monitor and train use of public transportation.
- Assures safety of students following health protocols and safety rules.
- Participates in meetings and in-service training program as assigned.
- Trains and certifies staff in crisis intervention and behavioral best practices.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications

Knowledge and Skills:

- Requires knowledge and competency of the four core principles that are the foundation of the Registered Behavior Technician (RBT) Ethics Code and the Ethics Code for Behavior Analysts. Those principles are that RBTs benefit others; treat others with compassion, dignity, and respect; behave with integrity; and ensure their own competence
- Requires basic knowledge of the principles and practices of age-appropriate child development and guidance applicable for an educational setting.
- Requires knowledge of the basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading, with sufficient competency to assist students with individual or group studies.
- Requires knowledge of teaching and instruction methods.
- Requires knowledge of basic clerical and record keeping processes.
- Requires knowledge of special education programs.
- Requires knowledge of and skill at using personal computers, audiovisual, and other equipment to support learning, record information, and send communications.
- Requires sufficient human relation skills to work productively and cooperatively with teachers, students, parents and community members in formal and informal settings, to exercise patience when conveying information, and demonstrate sensitivity to the special needs of students.
- Requires the ability to assist teaching staff with implementation of instructional goals and activities.
- Requires the ability to assess the needs of individual students and develop programs to meet those needs.
- Requires the ability to interact with teachers, parents, and specialists in order to carry out assigned duties on campus and in the community.
- Requires the ability to oversee students, administer assignments and tests, and perform general clerical tasks.
- Requires the ability to make informal presentations to individual and small groups of students and assist with demonstrations of assigned subject matter to classroom sized groups.
- Requires the ability to relate positively to students in a teaching/learning environment in a way that builds confidence, recognizes and works on learning disabilities and barriers.
- Requires the ability to use independent judgment when working with students and outside agencies.

Physical Abilities:

- Requires the ability to perform in an office and/or classroom and a variety of community locations engaged in work of a moderate active nature.
- Requires near visual acuity to read and write printed materials and computer screens.
- Requires hearing and speech ability for ordinary and telephonic conversation, to speak to groups, and to hear sound prompts from equipment.
- Requires ambulatory ability to move about office, classroom, school grounds, and community to support student program.
- Requires the ability to participate in group games, physical education units and fitness training.
- Requires sufficient manual and finger dexterity to demonstrate teaching aids, to point out important words/figures to students, and to operate personal computers.
- Requires the ability to lift, carry, push, and move supplies, fixtures, wheelchairs, etc., of light-to-medium weight (under 40 pounds).
- Under some circumstances, further testing may be required to determine if an applicant is able to perform the essential duties with or without reasonable accommodation.

Education:

- Requires the equivalent of a high school diploma and 45 hours of college transfer courses, plus one year of experience working with students in a classroom environment. Successful completion of a rigorous competency exam and certification may substitute for college transfer courses.

Licenses & Certificates:

- Requires completed coursework of Behavior Analyst Certification Board approved RBT certificate program.
- Completed certification of Behavior Analyst Certification Board approved RBT program preferred.
- Must complete certification of Behavior Analyst Certification Board approved RBT within 4 months of start date.
- Requires a valid driver's license, car insurance and meet district standards for transporting students.
- First Aid and CPR certification required (available through the district).
- Requires fingerprint clearance from the Department of Justice and Federal Bureau of Investigation.
- Maintains an active certification as crisis intervention trainer and attends required recertification trainings.

Working Conditions:

- Work is performed in an indoor and outdoor setting with some exposure to health and safety considerations.

Approved by the FUHSD Board of Trustees at their regular meeting on May 2, 2023.

Revised version approved by the FUHSD Board of Trustees at their regular meeting on January 28, 2025.