

JOB DESCRIPTION

San Diego County Office of Education

REGISTERED BEHAVIOR TECHNICIAN

Purpose Statement:

Under general supervision, and within the scope of practice of a Registered Behavior Technician (RBT), provides advanced behavioral intervention and instructional support to special education students with emotional, behavioral, and mental health needs. Assists with the implementation of Behavior Intervention Plans (BIPs) and positive behavior support strategies; provides behavior-focused academic and social-emotional support under the direction of certificated staff; conducts structured behavioral data collection and progress monitoring; supports staff with behavior intervention techniques; and performs related duties as assigned. Incumbents function within the scope of practice defined for Registered Behavior Technicians (RBTs) and provide services under the direction and ongoing supervision of certificated staff or qualified behavior specialists. Incumbents do not independently design behavior intervention plans, diagnose conditions, or determine treatment protocols.

Diversity Statement:

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

Distinguishing Characteristics:

The Registered Behavior Technician classification is distinguished from the Special Education Classroom Behavior Intervention Aide (SECBIA) in that incumbents provide advanced behavioral intervention services within the scope of practice of a Registered Behavior Technician (RBT), including implementation of Behavior Intervention Plans (BIPs), application of function-based behavior strategies, and structured behavioral data collection under the direction and ongoing supervision of certificated staff or qualified behavior specialists. Unlike SECBIA positions, which primarily provide classroom supervision and instructional support, this classification delivers intensive one-to-one and small-group behavioral intervention and models evidence-based behavior strategies; incumbents do not independently design behavior plans, diagnose conditions, or determine treatment protocols.

Representative Duties:

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Essential Functions:

- Implements behavior intervention strategies and Behavior Intervention Plans (BIPs) as written and directed by certificated staff or supervising behavior specialists.
- Provides intensive one-to-one and small group behavioral intervention services to students with identified behavioral challenges, including support during escalation or crisis situations.
- Applies function-based behavior intervention strategies aligned with IEP behavioral goals.
- Utilizes crisis prevention and nonviolent intervention techniques in accordance with SDCOE policy to maintain student and staff safety.
- Provides safe physical holds when students exhibit behaviors that are physically unsafe to self or others in accordance with training and policy.
- Provides behavior-focused academic support and tutoring to individual students and small groups under the direction of certificated staff to support access to instruction, task engagement, and replacement behaviors.
- Supports implementation of classroom instructional activities and learning centers as a function of behavior intervention and data collection, under teacher direction.
- Conducts structured behavioral and skill-acquisition data collection using prescribed observation and measurement tools.
- Records objective behavior incidents and maintains accurate behavioral documentation.
- Reviews, updates, and inputs behavioral and student data into systems.
- Assists with preparation and distribution of routine program and student data reports.
- Maintains special education files and student records in accordance with established guidelines.
- Assists teachers with consistent implementation of positive behavior support strategies.
- Models evidence-based behavior intervention and social skills strategies for instructional staff under the direction of certificated personnel.
- Communicates behavioral observations and data to teachers, therapists, and other team members.
- Provides close supervision to students to ensure interactions are safe and appropriate.
- Maintains confidentiality of student records and information.

Other Functions:

- Performs related duties as required.

Job Requirements: Minimum Qualifications:

Knowledge and Abilities

KNOWLEDGE OF:

Principles of behavior analysis and function based intervention;

Positive behavior intervention systems;

Behaviors typical of students identified with emotional disturbance;

De-escalation techniques;

Behavior intervention strategies;

Student supervision skills;

General high school academic subject areas such as math, science, social studies and English;

Basic office and classroom equipment including computers and word processing software.

ABILITY TO:

Stay calm in stressful situations;

Deescalate a student in crisis using research based interventions;

Learn safe physical holds of students and utilize when necessary;

Supervise students who leave the campus without permission;

Quickly learn to operate software associated with the instructional program;

Observe and record data effectively;

Tutor individual students and small groups;

Communicate effectively orally and in writing;

Work effectively independently and as part of a team with minimum supervision;

Take direction from administrators and teachers;

Organize and prioritize work;

Meet continuous deadlines in a fast-paced environment;

Exercise appropriate judgment in making decisions;

Establish and maintain effective working relationships with those contacted in the course of work;

Maintain confidentiality of information;

Demonstrate attendance sufficient to complete the duties of the position as required;

Complete routine tasks thoroughly, accurately and with attention to detail.

NO CHILD LEFT BEHIND ACT (NCLB) REQUIREMENT:

In order to satisfy the paraprofessional requirements of the ESSA Act, applicants must meet one of the following requirements:

- Completed at least two (2) years of study at an institution of higher education;
- Obtained an associate's (or higher) degree;
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading (or readiness), writing (or readiness), and mathematics (or readiness).

Education and Experience:

In addition to meeting the ESSA requirement for employment detailed above, applicants must have a combination of education, training and experience which would clearly demonstrate possession of the knowledge and abilities detailed below. An example of a typical qualifying background would include completion of college-level course work in general academic subject areas such as math, science and English, and work experience in a school, other educational environment, or mental health environment. Experience working with students with social and emotional needs is highly desirable.

Working Environment:

ENVIRONMENT:

Classroom environment. Must have the ability to travel to and from school/work sites as the job requires. May be designated in an alternate work setting using computer-based equipment to perform duties.

PHYSICAL ABILITIES:

Must be able to hear and speak to exchange information; see to read printed materials and computer screens; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other classroom equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store materials; handle and restrain students in carrying out assigned duties. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Required Testing

N/A

Certificates, Licenses, Credentials

Registered Behavior Technician (RBT) Certification required

Valid CPR and First Aid Certification

Certified in crisis prevention and nonviolent intervention (CPI) within three (3) months of hire

Continuing Educ./Training

Maintain RBT Certification within the designated timeframe per BACB guidelines

Clearances

Criminal Justice Fingerprint/Background Clearance

Physical Exam including drug screen

Tuberculosis Clearance

FLSA Status: Non-Exempt

Salary Grade Classified Support, Grade 040

Personnel Commission Approved: _____ Feb. 18, 2026 _____