



JOB DESCRIPTION

Registered Behavior Technician



Reports to:	Administrator/Director/ Supervisor	Employment Group / Salary Range:	CSEA Range R
Dept:	Special Education	FLSA:	Non-exempt
Annual Work Days:	183	Formal Review Date: Board Approval Date:	1/22/24 2/5/24

PRIMARY FUNCTIONS

Under general supervision assist certificated teacher and special education paraprofessionals in a general or special education classroom or with students with mild to severe behavioral, physical, language, or learning disabilities; implements individualized instructional programs; assists the Behavior Analyst in providing services to students across school settings; prepares instructional materials and performs basic clerical support; assists with assessing student progress and tracking academic and/or behavioral data; provides general supervision of students; and performs related duties as assigned.

ESSENTIAL DUTIES & RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assists special education personnel in implementing the individual educational plans (IEPs) for students as developed by the IEP Team.
- Under the ongoing supervision of a Board Certified Behavior Analyst (BCBA) provide direct implementation of behavior analytic services.
- Collect, record, and summarize data on observable student behavior, document interventions, report progress on IEP goals, and record session notes.
- Assist BCBA with individualized assessment procedures and with functional assessment procedures.
- Assist with staff training and implementation of Behavior Intervention Plans (BIP), behavior related accommodation and IEP goals, data collection procedures, and preparation of related materials.
- Create and assist in the maintenance of student visual schedule, behavior modification systems, organization, self-monitoring, and instructional strategy accommodations and modifications.
- Helps maintain order and assists in managing student behavior, including de-escalating situations and performing crisis intervention.

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- Act as a liaison between staff and special education teacher by initiating and maintaining communication with BCBA and administrative staff.
- Reinforces learning initiated by a teacher with individuals and groups of children in various subject areas including reading, spelling, writing, games, the arts, mathematics, technology, social/communication, community and physical activities.
- In collaboration with the special education teacher, consistently reinforces appropriate student behaviors.
- Provides specified prompts for student engagement and participation during large-group activities. May lead small group instruction, and occasionally lead whole group instruction for a short period of time.
- Sets up and operates equipment; uses technology to support student learning and communication.
- Supports students on and off transportation and during transitions between classes and activities; assists with lunch and playground duties.
- Assists students with feeding and bathroom/hygiene needs and other daily living activities.
- Provides basic first aid and supports health professionals as needed.
- Assists students with wheelchairs, braces and other mechanical apparatus, which may require lifting and moving the student.
- Support and train new para's to the environment.
- Abide by the ethical guidelines outlined by the Registered Behavior Analyst Ethics Code.
- Performs related duties as assigned.

QUALIFICATIONS

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Graduation from an associate degree program or 48 semester units (NCLB) and recent paid or volunteer experience working with school-age children; or an equivalent combination of training and experience.

Licenses, Certificates and Other Requirements:

- Registered Behavior Technician certification, or obtain certification within [3-6] months of hire date.
- A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance program may be required in some assignments.
- Annual certification for CPR and First Aid required within three months of appointment and during the course of employment.
- De-escalation and Safety Care Training (District designated).

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

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- Elementary concepts of child development and behavior.
- Practical learning patterns and behavior.
- Behavior management strategies and techniques relating to students experiencing atypical control problems.
- Basic characteristics of human behavior; personal hygiene practice
- English grammar, spelling and usage.
- Basic math computations.
- The operation and use of assistive technology and classroom-related technology and equipment.
- Student and personal safety policies, emergency procedures and work practices applicable to the work.
- Basic computer operations and clerical skills.

Skills and Abilities to:

- Establish effective rapport with the assigned student age group.
- Supervise a group of children or an individual child in various learning activities.
- Appropriately manage student behavior and guide students toward more acceptable social behaviors.
- Maintain a sympathetic understanding of children's problems and needs including those with learning, physical and/or emotional disabilities.
- Perform a wide variety of duties to enhance the instructional program including independently planning materials for reinforcing student learning and behavior.
- Communicate effectively, both orally and in writing.
- Compile data, keep records and maintain confidentiality of District and student files and records.
- Make sound judgments when specific instructions are lacking and adapt quickly to changing situations.
- Understand and follow written and oral instructions.
- Operate a variety of technology devices including a computer and standard office and classroom equipment.
- Establish and maintain effective working relationships with all those encountered in the course of work.
- Understand and be sensitive to and respectful of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students, faculty, and staff.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk, kneel and stand; use hands to finger, handle, feel or operate objects, tools or

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controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is occasionally, up to frequently required to lift up to 50 pounds and push or pull up to 100 pounds. Employees occasionally are required to move wheelchairs, and assist with toileting, feeding and other daily living activities. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands:

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read documents; observe and interpret people and situations; analyze and solve problems; use basic math; learn and apply new information and skills; work on multiple, concurrent tasks with frequent interruptions.

WORKING ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class.

Employees in this classification work primarily in an indoor classroom environment, in direct contact with students, the public and other District staff, exposed to strong odors, bodily fluids, potentially contagious illnesses/diseases (tuberculosis, measles, mumps, chicken pox, hepatitis, etc.), with minimum guidance from supervisor.

EMPLOYEE CERTIFICATION OF JOB DESCRIPTION	
I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable. I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation. I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.	
Employee Signature	Date
Name Printed	