

Registered Behavior Technician Job Description

Purpose: The Registered Behavior Technician (RBT) will support students with behavioral challenges within the school setting; facilitate and implement Behavior Intervention Plans (BIP), provide one-on-one therapy to promote positive behaviors, and enhance learning outcomes for students with autism spectrum disorders and other developmental disabilities. To accomplish these tasks, the RBT works closely with a Board Certified Behavioral Analyst (BCBA), staff, and administration of the District.

Responsible to: Director of Special Services/Designee

Payment rate: Salary and benefits established by the Board of Education

Qualifications:

1. High school diploma or equivalent.
2. Possess a current RBT certification from the Behavior Analyst Certification Board (BACB).
3. Prior experience working with students with autism or other developmental disabilities in a school or educational setting is preferred.
4. Familiarity with Applied Behavior Analysis (ABA) principles and techniques.
5. Understanding of behavior management strategies and behavior reduction techniques specifically relevant to the school environment.
6. Completion of crisis intervention training as determined by TUSD 202.
7. Successful completion of background checks, including criminal record checks and child abuse clearances, as required by the school district and local regulations.

Essential Functions:

1. Knowledge, Skill and Abilities

- a. Provide one-on-one therapy to students within the school environment, supporting their social, emotional, and behavioral development.
- b. Maintain effective communication and collaboration with within the BCBA, school teams, teachers, administrators, support staff, and other relevant stakeholders.
- c. Possess well-developed interpersonal skills with the ability to get along with diverse personalities in a tactful and professional manner.
- d. Maintain detailed records to monitor progress and facilitate data-driven decision-making.
- e. Possess strong organizational skills and attention to detail.
- f. Demonstrate patience, compassion, and a genuine commitment to enhancing the educational experience of students with developmental disabilities.
- g. Prepare written reports and summaries as required by the school district, regulatory bodies, an individualized education plan (IEP)/Behavior Support Plan (BSP) teams.
- h. React to change productively and handle other tasks as assigned.
- i. Support the philosophy and mission of USD 202.

2. Physical Requirements/Environmental Conditions:

- a. Sit and/or stand for prolonged periods.

- b. Navigate and move within a school environment.
- c. Stoop, kneel, crawl, bend, turn, reach, climb, and balance.
- d. Physically assist and engage with students, including those with mobility limitations.
- e. Work in a noisy, crowded, stressful environments.
- f. Manage physical and emotional stress.
- g. Requires regular attendance and/or physical presence at the job.

General Responsibilities:

1. Collaborate with the BCBA to implement BIPs developed for students with behavioral challenges. Ensure that the plans are effectively implemented within the school environment, following established protocols and guidelines.
2. Consistently and accurately collect data on student behaviors and responses during therapy sessions and within the school setting.
3. Utilize ABA techniques and strategies to teach and reinforce appropriate behaviors and skills.
4. Assist students in acquiring and practicing a wide range of skills, including communication, socialization, self-care, and academic skills.
5. Utilize behavior management techniques to foster positive behaviors and promote independence.
6. Implement behavior reduction strategies to address challenging behaviors exhibited by students.
7. Utilize proactive approaches and crisis intervention techniques as needed, ensuring the safety and well-being of students and others in the school environment.
8. Contribute to the development and implementation of IEPs and BSPs.
9. Maintain accurate and up-to-date documentation of therapy sessions, progress notes, and related records.
10. Engage in ongoing professional development activities to enhance knowledge and skills in the field of ABA. Stay informed about current research and best practices in the field and apply them effectively in the school setting.
11. Demonstrate a commitment to maintaining student confidentiality, professionalism, and adherence to the BACB's ethical guidelines.
12. Keep records and student, family, employee information confidential.
13. Report any concerns of abuse, neglect, or a child in need of care to your direct supervisor or Division of Children and Families.
14. Implement and follow all district health and safety policies, including all precautions of the Bloodborne Pathogens Exposure Control Plan.
15. Other duties as assigned by the Director of Special Services, which are consistent with the general requirements and essential functions of the position.

Terms of Employment: Academic year and supplemental days as necessary to perform job functions.

Evaluation: Performance effectiveness will be evaluated in accordance with provisions of Kansas Statutes of Education Policy.

Approved:

DRAFT