

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Registered Behavior Technician (RBT)	CLASSIFICATION:	Classified Non-Management (SEIU/Office-Technical)
SERIES:	None	FLSA:	Non-Exempt
JOB CLASS CODE:	9854	WORK YEAR:	11 Months
DEPARTMENT:	Special Education Department	SALARY:	Range 47 Salary Schedule C
REPORTS TO:	Board Certified Behavior Analyst (BCBA)	HR APPROVAL:	9-7-2022
		CABINET APPROVAL:	9-7-2022

BASIC FUNCTION

Registered Behavior Technician (RBT) performs specialized tasks, working directly with general and special education students on the school campus including in the classroom, in small groups, and in 1:1 settings, and travel between sites. Assist with behavior reduction and skill acquisition plans. Assist in monitoring student progress through behavior data collection techniques. Establish and maintain a therapeutic relationship by pairing self as a reinforcing entity and building the value for the student of social interaction. Works collaboratively and assists in providing consultation on behavioral functioning and needs of students. Implement behavior intervention plans.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. 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 principle job elements.)

RBT will assist in delivering behavior improvement services and shall follow requirements in their certificate guidelines.

Travel between sites and work directly with students on campus, in the classroom, in small groups, and in 1:1 sessions. **E**

Establish and maintain a therapeutic relationship by pairing self as a reinforcing entity and building the value for the student of social interaction with RBT. **E**

Prompt safe and socially acceptable replacement behaviors in order to build a repertoire of communication, social interaction, and problem-solving skills. **E**

Fades prompt appropriately to promote both successful and independent responses. **E**

Increases the frequency or duration of safe and appropriate replacement behaviors by providing access to reinforcers (desired items/actions, attention, or removal of demands/aversive situations). **E**

Assists in collecting behavior data. **E**

Follows the treatment plan goals and interventions utilizing sound judgment and seeks out appropriate consultation. **E**

Provide student behavior program input, demonstrate program procedures, and implement program recommendations. **E**

Attend collaboration/team meetings and present relevant data; serve as a resource regarding improving student behaviors for collaboration teams. Assist in modeling, coaching, and mentoring to support staff, teachers, and specialists who provide instruction to students. **E**

Assist in facilitating meetings, (e.g. IEP's, crisis management, staff development opportunities, etc.). **E**

Collaborates with teachers, parents, other personnel, and/or outside professionals for the purpose of providing requested information, developing plans for services, and/or making recommendations. **E**

Communicate with students, parents, teachers, and/or other personnel (e.g. IEP's, student study team meetings, staff meetings, etc.) for the purpose of sharing information, communicating referrals, and/or resolving conflicts. **E**

Collect data accurately to ensure the effectiveness of treatment, which shall be documented as part of progress monitoring in conformance with state and federal regulations. **E**

Assist in data collection regarding students' functional capabilities in the home and/or classroom environment for the purpose of determining students' functional level and developing recommendations and/or placement. **E**

Assist in researching resources and methods for determining the appropriate approach for addressing students' behavioral goals. **E**

Prepare a wide variety of materials in written and electronic formats for the purpose of documenting activities, providing written references and/or conveying information; utilizing technology, and assistive technology. **E**

Perform other related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to completion of high school-level education or equivalent required. A minimum of one year of experience working with general needs and behavior of children with various disabilities; Preferred experience in Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Social Skills Training(SST), and data collection methodologies.

LICENSES AND OTHER REQUIREMENTS:

Hold and maintain a valid Board-Certified Registered Behavior Technician (RBT) certification or completion of Registered Behavior Technician Certification. Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Registered Behavior Technician® (RBT®)
- Professional and Ethical Compliance Code for Behavior Technicians.
- Knowledge of laws and District procedures governing students with disabilities.
- Knowledge of behavioral/social-emotional disorders and interventions.
- Applied Behavior Analysis techniques and services.
- Non-violent Crisis Prevention Interventions (NCPI) techniques and principles.
- Appropriate curriculum and instructional strategies for students with disabilities.
- Classroom procedures and appropriate student conduct.

- Special education eligibilities and their unique educational needs.
- Applicable laws, codes, policies, and regulations related to assigned activities.

ABILITY TO:

- Oral and written communication skills including correct English usage, grammar, spelling, punctuation, and vocabulary.
- Operate a computer and assigned software; operate other office equipment as assigned.
- Understand and carries out oral and written directions.
- Report writing techniques.
- Interpersonal skills using tact, patience, and courtesy.
- Apply behavioral techniques, strategies and in strategies, and recommendations to address maladaptive school behaviors, social skill development, and data collection.
- Implement behavior plans according to student needs.
- Provide emergency interventions, which may include verbal and/or physical responses.
- Work effectively with parents, teachers, students, staff, and public and private agencies.
- Establish and maintain productive working relationships with all stakeholders.
- Establish and maintain project schedules and balance responsibilities for multiple activities to ensure timely, high-quality results.
- Communicate clearly and effectively, both orally and in writing.
- Exercise sound independent judgment within general policy guidelines.
- Use tact and diplomacy when dealing with sensitive, complex and/or confidential issues and situations and

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to exchange information and make presentations; see to read, prepare, proofread documents, and monitor office activities; sit or stand for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files and supplies; lift light objects.

SAMPLE HAZARDS:

Contact with dissatisfied or abusive individuals.