



RBT Job Description

Position Title: Registered Behavior Technician

FLSA Class: Non Exempt

Date: February 2024

QUALIFICATIONS

- High School diploma or its equivalent with associate degree or additional training preferred; experience working with students who have low incidence disabilities and behavior challenges.
- Registered Behavior Technician (RBT) certification through the Behavior Analyst Certification Board or willingness to obtain
- Understanding of autism, experience implementing discrete trial instruction, systematic instruction, and researched based behavioral strategies and interventions.
- Excellent interpersonal, communication, organizational, and time management skills.
- Possess a valid driver's license and maintain automotive insurance coverage as required by IL law.

ESSENTIAL JOB FUNCTIONS – May include, but are not limited to, the following:

1. Demonstrates knowledge and maintains a high level of ethical and behavior analytic standards; works under the direction of the BCBA while maintaining RBT certification;
2. Uses scientific knowledge and personal competencies to establish and support behavioral goals as directed by the Behavior Autism Specialist or BCBA;
3. Demonstrates knowledge of RBT and state regulations and guidelines;
4. Demonstrates knowledge of research-based resources through the school, district, community, professional organizations and research journals;
5. Collects data to assist with the recommendation, scheduling, or planning of behavior change programs using a variety of behavior analytic models in the least restrictive environment;
6. Implements behavior programs and goals and monitors their effectiveness;
7. Demonstrates excellent rapport with students;
8. Organizes time effectively by providing crisis intervention and other services as requested by the Behavior Autism Specialist or BCBA; assists with professional development training programs and supporting the Behavior Specialist or BCBA;
9. Establishes and maintains clear procedures when responding to a referral, implementing Discrete Trial Instruction, or other behavior change procedures;
10. Establishes standards of conduct and professionalism when modeling behavior analytic strategies, training DTI procedures, and supporting staff;
11. Effectively organizes physical space for training, data collection, DTI therapy or other supports;
12. Proactively responds to referrals and effectively assesses the need to include the BAS/BCBA in a timely manner;
13. Contributes to and implements individualized behavior change programs based on empirical evidence and supports the IEP team by providing feedback for teachers, behavioral goals/objectives, DTI programming, data collection and progress monitoring procedures, and Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP).
14. Successfully communicates with staff and ensures informed consent is obtained before implementing behavior change procedures;
15. Collects necessary information from a variety of people during the data collection process; prepares reports that are accurate, appropriate to the audience and include hard data in graph form;
16. Demonstrates responsiveness by observing and providing feedback to teachers and paraprofessionals in the implementation of proactive positive behavioral intervention and management plans for particular students and classrooms adjusting as needed;

17. Regularly reflects on the efficacy of behavior analytic interventions and suggests changes when progress is not being made; follows procedures and guidelines when recommending the initiation or discontinuation of behavioral interventions including Discrete Trial Instruction;
18. Effectively collaborates with all stake holders seeking input on individual students and provides on-going support and regular feedback to educational staff implementing behavior change programs;
19. Utilizes a variety of data collection tools and graphed data results to monitor and report on student progress; assists with completing assessments, data collection and reports by due dates;
20. Participates as a member of the problem-solving team recommending and assisting with the implementation of preventative behavior analytic procedures that include research-based behavior interventions and strategies; maintains positive relationships with colleagues;
21. Maintains professional competence through on-going professional development and modeling of positive behavioral supports and classroom strategies; maintains professional development hours for RBT certification;
22. Displays professionalism, honesty, integrity, ethical practice and confidentiality; implements IEP services and requirements within legally mandated timelines; follows designated schedule, attendance policy and is punctual;
23. Completes other duties as assigned by the BAS or BCBA.

Employees in this position must be able to (a) sit for extended periods of time, (b) type/enter data into computer, (c) stand, walk, bend over, reach, push/pull up to 10 lbs., and lift/carry up to 25 lbs.

EXPECTATIONS:

Maintains a high level of ethical behavior and confidentiality of information about students, families and districts;

Communicates effectively with staff, parents and students;

Displays fairness, patience, self-control, and impartiality with all stakeholders

Demonstrates the ability to work effectively with others;

Engages in professional development activities;

Performs and completes duties within legally mandated timelines;

Adheres to designated work schedule;

Maintains certification in Nonviolent Crises Intervention and obtains trainer certification, if requested;

Follows policies and procedures of Mid-State Special Education cooperative and the district(s)/ building(s) to which assigned;

Adheres to established rules, regulations, laws, and appropriate ethical standards.

SCHEDULING

The normal work hours for this position are 8:00 a.m. to 4:00 p.m.