SCHOOL DISTRICT OF OKEECHOBEE COUNTY

REGISTERED BEHAVIOR TECHNICIAN

JOB DESCRIPTION

QUALIFICATIONS:

(1) High school diploma or equivalent and TABE test or PERT.
(2) Earn Registered Behavior Technician (RBT) certification within 90 days of hire.
(3) Maintain active certification in Crisis Prevention Intervention (CPI).
(4) Satisfactory criminal background check and drug screening.
(5) Valid Florida driver's license.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to use effective communication skills including problem solving, conflict resolution, mediation, and oral and written communication. Ability to collect data about students' behaviors through direct observation. Ability to assist Board Certified Behavior Analysts and Behavior Interventionists with Behavior Intervention Plans and their implementation. Ability to teach students the replacement behavior skills noted in the Behavior Intervention Plans. Knowledge in state and district accepted restraint procedures. Ability to collect, analyze and interpret data. Technology skills appropriate for modern office operating such as word-processing, telecommunications use, spreadsheet data collection, and information management. Ability to advise site based administration and staff in the implementation of interventions including Behavior Intervention Plans. Ability to travel to schools throughout the district.

REPORTS TO:

Director of Mental Health and Behavioral Supports

JOB GOAL

To assist schools in providing direct one-on-one behavioral interventions to students to teach communication, social, and daily living skills and to assist students in reducing problematic behaviors while increasing use of positive replacement behaviors in school settings.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

*(1) Prepare, enter, and update all data related to students on caseload.
*(2) Assist the Board Certified Behavior Analysts and Behavior Interventionists with observations and assessment procedures that will vary depending on the behavioral needs of students.
*(3) Establish short and long-term behavioral goals, plans, and reduction plans based on student needs as well as school, district, and state priorities.
*(4) Communicate goals and supports provided to school administration, staff, students, and parents.

*(5) Establish priorities and an implementation schedule for behavior plans including prompting and prompt fading, teaching steps in desired behavioral sequences, and providing reinforcement and access to reinforcers as replacement behaviors are mastered by individual students.

Administrative/Management

*(6) Review, evaluate, and select a variety of materials to support a well-balanced and achievable behavioral goals and plans.

*(7) Implement, coordinate, and monitor behavior plans and individual goals for students in need of behavioral supports.

*(8) Establish an environment for positive behavior and positive behavior change.

*(9) Support the schools with their Positive Behavioral Interventions and Supports plans and goals.

*(10) Establish and follow procedures for appropriate behavior intervention in accordance with school, district, and state laws, rules, and policies.

Assessment/Evaluation

*(11) Demonstrate knowledge of theories, techniques, and instruments used for assessments of behavior.

*(12) Assist with the administration of tests and screening instruments and interpret scores for behavior.

*(13) Explain nature and purpose of behavior assessments and plans in an understandable manner, including uses and limitations, and provide feedback to appropriate individuals.

*(14) Use relevant assessment data to make recommendations to students, parents, teachers, and other professionals.

*(15) Conduct informal and formal observations of students as part of the evaluation process.

*(16) Participate in program evaluation as needed.

Intervention/Direct Services/Classroom Management

*(17) Recognize, appreciate, and serve the cultural differences and special needs of individuals and families.

*(18) Utilize effective communication skills.

*(19) Model effective behavioral and management techniques for students and staff.

*(20) Assist with the management of student behavior school wide.

*(21) Establish and maintain a positive, organized, and safe environment for students (including utilizing state and district approved restraint procedures if needed for immediate safety of student).

*(22) Identify and select appropriate materials and equipment for students, including individual, small group, and restorative practice meetings with students.

*(23) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.

*(24) Initiate referrals to other agencies as needed.

*(25) Use time effectively.

Technology

*(26) Use technology to review student assessment data.

*(27) Use technology for administrative tasks.

*(28) Use technology resources effectively.

Collaboration

*(29) Apply knowledge of effective consultation procedures in working with parents, students and others.

*(30) Participate in multidisciplinary conferences concerning individual cases of special need, including academic, social, cultural, emotional, and economic.

*(31) Exhibit interpersonal skills to work as an effective team member.

Staff Development

*(32) Complete a 40-hour Registered Behavior Technician (RBT) course overseen by a Board Certified Behavior Analyst within 90 days of hire.

*(33) Complete and pass the RBT competency assessment in which an assessor observes and evaluates your performance of RBT tasks (in person, live via the internet, or through recorded videos) within 90 days of hire.

*(34) Complete and pass the RBT certification examination within 90 days of hire.

*(35) Maintain expertise in assigned area to fulfill position goals and objectives.

*(36) Provide information to and/or in-service for teachers, administrators, and other school staff.

*(37) Keep informed of current trends in behavioral intervention, supports, and techniques.

*(38) Participate in meetings, training sessions, and other activities for improvement of professional knowledge and skills.

Professional Responsibilities and Student Growth and Achievement

*(36) Maintain professional and ethical standards as outlined by The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

*(37) Use positive interpersonal skills to encourage cooperative efforts between staff, students, families, and the community to increase student achievement.

*(38) Follow attendance, punctuality, and other qualities of an appropriate work ethic.

*(39) Perform and fulfill professional responsibilities including preparation of required reports and the maintenance of all appropriate student records.

*(40) Maintain confidentiality of all student records.

*(41) Ensure that student growth and achievement are continuous and appropriate school wide.

Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 20 pounds of force as needed to move objects or individuals. Employee will be required to restrain a physically active individual as a temporary safety measure in accordance with district policies and state laws.

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TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the district's approved compensation plan.
Length of the work year and hours of employment shall be those established by the district.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved: November 9, 2021