

PENN VALLEY UNION ELEMENTARY SCHOOL DISTRICT

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www.pvuesd.org



Melissa Conley - Superintendent

JOB TITLE : Registered Behavior Technician

Basic Function : Under the supervision of the Principal, the Director of Student Services, and the Board Certified Behavior Analyst, the Registered Behavior Technician (RBT) is a paraprofessional who practices under the close, ongoing clinical supervision of the Board Certified Behavior Analyst (BCBA) and is primarily responsible for the direct implementation of skill- acquisition and implementation of behavior support plans developed by the clinical supervisor and in collaboration with the classroom teacher. The RBT may collect data and conduct certain types of assessments (e.g., stimulus preference assessments).

Job Range : Range 7

Reports to : Director of Student Support Services and/or School Site Administrator

POSITION

Registered Behavior Technician - This job description is in compliance with the requirements outlined by the Behavior Analyst Certification Board. <http://www.bacb.com/>

DUTIES AND RESPONSIBILITIES

- Assists in modifying classroom environment and homework lessons for students requiring modifications
- Follow the prescribed behavioral skill acquisition and behavior reduction protocols.
- Collect data and measure outcomes
- Conduct assessment of behaviors and stimulus preferences
- Assist students with behavioral skill acquisition
- Monitor student's behavior inside and outside of the classroom and accompany students to areas on campus as identified by the behavior support team
- Daily record and maintain accurate data representing student's progress, occurrences of problem behaviors and other student information
- Assist in introduction of items/targets as appropriate and according to the written protocol or as directed by Behavior Analyst.
- Relay observations and suggestions to Behavior Analyst
- Collaborate with the Tier II/III PBIS team.
- Maintain a clean, safe, and organized work and therapy environment.
- Participates in testing students in a variety of areas, including academic and social progress.
- Assist in preparing and maintaining intervention materials for behavioral conduct
- Participate in and contribute to bi-weekly staff meetings
- Attends a variety of in-service training sessions and other related meetings.
- May on occasion be required to drive to pick up an eloping student.
- Performs other duties as assigned.

Note: The list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

EMPLOYMENT STANDARDS

Knowledge of:

- Safe child guidance principles and practices, especially as they relate to special education students.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Effective interpersonal skills using tact, patience, and courtesy.
- Applicable laws, codes, regulation, policies, procedures, and protocols
- Assessment techniques
- Data collection methods
- Basic record keeping techniques.
- Positive Behavioral Intervention & Supports (PBIS).
- Appropriate classroom procedures and conduct.

Ability to:

- Properly monitor and assist students with activities.
- Effectively communicate and possess interpersonal skills to interact with those in the course of work to exchange or convey information and in receiving work direction.
- Function independently and wisely in a variety of unique, often stressful, situations.
- Remain calm and respond appropriately in an emergency situation.
- Maintain order, discipline, and interest of children.
- Learn behavior modification, disciplinary techniques, and specialized physical health care needs of students.
- Demonstrate a patient, understanding and receptive attitude toward children with special needs, including those with disruptive emotional characteristics.
- Use modern office equipment, computer, and software applications.
- Perform routine basic mathematical calculations.
- Interpret and apply applicable laws, rules, and regulations.
- Prepare simple memos, letters, and/or other related written correspondence.
- Read and interpret routine information from schedules, memos, and/or other written documentation.
- Support team in a professional & collaborative approach.
- Understand and follow oral and written directions.

EDUCATION/TRAINING/EXPERIENCE

- High school diploma or equivalent
- Associates degree or 48 units preferred
- Recent experience working with severely emotionally, mentally, and/or physically disabled students in an organized setting.
- Discretion in maintaining confidentiality

PHYSICAL DEMANDS (WITH OR WITHOUT REASONABLE ACCOMMODATIONS):

- Mental acuity to perform these tasks, to make sound decisions and judgments in the sphere of assigned duties and to make determinations relative to the effective performance of the tasks.
- Facility and stamina to sit and stand for extended periods of time.

- Must be able to reasonably prevent elopement or give chase as necessary to ensure child safety.
- Physical strength and agility to push, pull and lift any object weighing up to 50 pounds.
- Must be willing and able to properly restrain/hold/transport and utilize quick body movements as indicated in the Behavior Intervention Plan or in accordance with approved protocol.

REQUIREMENTS

- Must successfully pass live scan background check and T.B. clearance.
- AA degree or minimum 48 college semester units or pass a district assessment test
- Position requires physical exertion associated with the ability to lift, carry, push, pull, crawl, or climb.
- Must successfully pass CPR and First Aid Training within 30 days of employment.
- Must hold a valid CA Driver's License
- Possess valid Registered Behavior Technician certification-40 hours. New hires without certification will be required to complete 40 hours within three months of employment. Employee will not advance into the salary range until completion.

Board Approval: June 22, 2022