

**SAN MATEO COUNTY OFFICE OF
EDUCATION**

CLASS TITLE: REGISTERED BEHAVIOR TECHNICIAN

BASIC FUNCTION:

Under the general supervision and direction of the ESD Behavior Specialist, the Behavior Technician provides specific and intensive support to San Mateo County special education students with comprehensive positive behavioral intervention plans and utilizing effective behavior management and intervention strategies; consults and collaborates with district and site staff; works 1:1 with students with serious behavioral needs for short term critical situations; delivers instruction; collects data as part of assessment process; participates as a member of the educational team, and participates in IEP meetings as appropriate; maintains appropriate documentation, records and reports; supports students through transition into new education settings; helps implement multiple components of the student's individual program. This is a 10-month position.

REPRESENTATIVE DUTIES AND RESPONSIBILITIES:

(Note: These examples are intended only as illustrations of the various types of work performed in positions allocated to this class. The examples of work performed are neither restricted to nor all-encompassing of the duties to be performed under this job title.)

Assists and monitors students with individualized programs in behavioral areas;

Assists with the collection of data on behaviors as needed for the development and implementation of the behavior intervention plan;

Assist with individualized and functional assessment procedures;

Uses behavior modification principles to reinforce performance and teach replacement behaviors;

Implement various positive reinforcement intervention (e.g., token economy, DRA, DRO);

Participates bi-weekly in Board Certified Behavior Analyst supervision and training meetings;

May make home or community visits with students as necessary;

Implement behavior analytic principles of behavior to increase skill acquisition (e.g., discrete trial, discrimination training, shaping procedures, prompt and prompt fading procedures);

Serves as a role model; model appropriate behavior; encourages and supports children;

Communicates with children, parents and others to resolve issues and answer questions;

Promotes the well-being of children by following health and safety practices and procedures;

Ability to assist students and receiving staff with transition into mainstream settings;

Assists students with the development of increased independence

Implement continuous, discontinuous and permanent product data recording procedures;

Converses with and establishes rapport with students;

Record student information, including entering data in data collection system(s) and updating behavior graphs;

Participates in conferences and planning sessions with the teacher;

Attends required in-service training sessions or workshops, including Safety-Care training;

Works with other students included in activities as necessary;

Performs duties that require lifting, stooping and bending;

Other related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Principles and practices of Applied Behavior Analysis (ABA);

General developmental stages, needs, and characteristics of school-aged children, particularly pertaining to pupils with special learning needs;

Behavior management strategies and techniques relating to pupils experiencing behavioral difficulties;

Instructional methods and techniques;

Physical, emotional and behavioral problems of students with disabilities; First aid, good health and safety practices;

Conflict resolution techniques;

The basic methods of physical fitness.

ABILITY TO:

Learn and provide required behavioral interventions and assist district staff in learning the implementation of the behavior plan;

Work with students having special needs and/or aggressive behaviors;

Implement positive behavioral intervention plans;

Model appropriate behavioral techniques;

Maintain student dignity within behavioral escalations;

Take extensive data and perform a variety of related clerical tasks;

Assist in teaching children who have special learning needs;

Supervise children in the classroom and out of doors;

Earn and maintain the confidence and trust of students;

Maintain emotional control under difficult situations;
Adapt to changing work demands;
Work and communicate effectively with students, parents and other staff members;
Establish and maintain harmonious relations with co-workers;
Follow written and oral instructions;
Work independently;
Participate in physical activities, to stand for long periods of time, to lift, stoop, bend, climb, push, and pull; physical mobility and stamina to participate in activities that may be strenuous;
Learn to operate computers and other school equipment;
Maintain confidentiality.

ESSENTIAL FUNCTIONS:

(May be performed with or without reasonable accommodation.)

Speak, read, and understand sufficiently to successfully receive/provide information to/from students, supervisors, co-workers, the public, etc.;
Operate basic equipment such as the telephone, copier, computer, calculator, etc., except where incidental to the position;
Knowledge of Excel and Google Suite;
Sufficient strength and agility to perform physical tasks required by the position;
Perform all duties listed on the job description.

MINIMUM REQUIREMENTS:

Any combination of education and/or experience equivalent:
High school diploma or equivalent, BA degree or equivalent in an academic or related subject desirable;
Two (2) years' experience working with special education students (with complex and/or severe behavioral problems preferred); or any combination of training and experience that would indicate possession of the above required skills and abilities;
Possess or obtain within six (6) months of employment a passing score on the Behavior Analyst Certification Board (BACB) and Registered Behavior Technician (RBT) exam;
Possess or obtain within six (6) months of employment Safety-Care Certification;
Possess or obtain within six (6) months of employment First Aid/CPR Certification;
Possess or obtain upon employment, a valid California Driver License;
Provide proof of automobile insurability;
Meet the physical requirements necessary to perform assigned duties safely and effectively, including lifting fifty (50) pounds on an occasional basis and in excess of fifty (50) pounds with assistance.

WORKING CONDITIONS:

SUPERVISION RECEIVED:

Employees work under the guidance of a Board-Certified Behavior Analyst and receive both detailed instruction and general instruction regarding practices and procedures on most duties.

Employees are expected to use judgment and initiative in performing duties and when working with students with severe medical and physical disabilities or behavioral challenges.

ENVIRONMENT:

Contact with others primarily includes students and County Office staff, parents and other school district staff;

Classroom environment in single or multiple classrooms;

Driving a vehicle to conduct work as assigned by the position.

PHYSICAL ABILITIES:

Seeing to monitor students and read a variety of materials;

Hearing and speaking to exchange information;

Speaking so that others may understand at normal levels and on the telephone;

Dexterity of hands and fingers to operate a computer keyboard and other equipment;

Sitting, standing, walking, twisting, stooping, crouching, kneeling, bending over at the waist, grasping, reaching overhead, pushing, pulling and moving, lifting and/or carrying 0-50 pounds to waist height.

HAZARDS:

Subject to blood-borne pathogens and bodily fluids;

Driving a vehicle during adverse weather conditions

REQUIRED TESTING:

Merit System pre-employment proficiency exam

Personnel Commission Approval:

Revised: July 13, 2022

June 9, 2021