

PARAPROFESSIONAL - REGISTERED BEHAVIOR TECHNICIAN, JOB DESCRIPTION

Summary of Duties

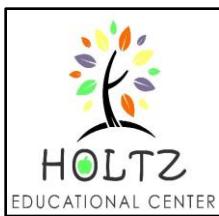
Under the supervision of a lead special education teacher and a behavior analyst, the Registered Behavior Technician [RBT] will be responsible for implementing education programs, teaching daily life skills, shadowing students in small group settings, and facilitating social interactions with peers. In addition, the RBT will work in collaboration with the student's educational team to implement program goals in both the school and community environments while simultaneous decreasing maladaptive and dependent behaviors.

Fundamental Responsibilities

1. Provides specialized instruction to students utilizing the principles of Applied Behavior Analysis (one-on-one or small group) under the direction of the supervising Special Education Teacher and Classroom Behavior Assistant.
2. Assists with the creation of individualized program materials under the direction of the teacher or the assigned student behavioral support personnel assigned to the classroom.
3. Collect data for student behavior as specified on their individualized education program and behavior intervention plans.
4. Prepares the classroom environment for learning.
5. Monitors students during their independent work.
6. Assists the teacher with implementation of daily lesson plans, applied verbal behavior teaching strategies, structured teaching arrangements and discrete trial teaching.
7. Works in collaboration with the teacher, the assigned student behavioral support personnel for your classroom, and other paraprofessionals in aiding all students in the classroom.
8. Participate in regular supervision meetings with the classroom teacher and the assigned student behavioral support personnel for self-improvement and complete any required training activities that are the result of constructive feedback.
9. Participate in regular supervision meetings with the Responsible Board Certified Behavior Analyst to meet the minimum supervision requirements of the Behavior Analyst Certification Board. (Minimum supervision requirements include 5% of hours worked monthly, 2 face-to-face/in-situ contacts per month, and at least 1 individual/ 1:1 meeting per month.)
10. Assist students with basic physical needs (toileting, eating...) as appropriate.
11. Employ verbal and physical intervention techniques approved by school per students IEP or during an unexpected crisis.
12. Attend all professional development training to develop relevant knowledge and skills.
13. Assist in the maintenance of the classroom and school environment.

Qualifications

1. Displays the ability to work with audio-visual equipment, computers and/or assistive technology as related to IEP/accommodations & modifications.
2. Demonstrates an understanding of student goals and can appropriately implement programs.
3. The ability to participate and communicate in professional activities & meetings.



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4. Demonstrates the knowledge and ability to read and comprehend IEPs as they relate to student needs.
5. The ability to provide feedback and input to teachers and classroom behavioral supervisor as it relates to student programming and IEP development.
6. Assesses own strengths and weaknesses; Pursues training and development opportunities; Strives to continuously build knowledge and skills; Shares expertise with others.
7. Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs.
8. Follows policies and procedures; Completes tasks correctly and on time or notifies appropriate person with an alternate plan; Plans for additional resources; Supports organization's goals and values.
9. Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving work; Develops innovative approaches and ideas.
10. Participate in 40-hour Registered Behavior Technician Training course, pass the national Registered Behavior Technician Training written exam, pass the Registered Behavior Technician Competency Assessment administered by a Board Certified Behavior Analyst.
11. Shall be physically, mentally and emotionally able to provide responsible care for all children including children with disabilities. This includes, but is not limited to:
 - Lowering
 - Bending
 - Crouching
 - Bending down on one knee while the other knee is elevated (in a lunge position).
 - Maintaining a position with both knees on the floor.
 - Standing quickly from a squatting position with no assistance.
 - Grasping securely with the hands.
 - Rapid forward and backward movement shifting the weight from one leg to another.
 - Walking briskly while helping to move another individual (with moderate resistance) There is no carrying of another person, simply pushing against them to move them forward. The stress might be like that involved in walking on a treadmill on a moderate incline.
 - Repetitive movements of the knee, back, wrist, and hands.
 - Walking with resistance (helping to move another individual) for brief periods while bending forward from the waist.
 - Walking with resistance (helping to move another individual) for brief periods while slightly crouched with both knees bent slightly

Education and Experience

1. Minimum of a Bachelor's Degree in education, psychology, speech, or related field preferred.
2. ISBE Certified Substitute Teacher License or Paraprofessional License.
3. Reliable transportation.
4. At least 2 years' experience in educating individuals with autism (ages 3-21) or related disorders.
5. Experience in Applied Behavior Analysis/Verbal Behavior – Preferred