Renton School District Job Description
Registered/Certified Behavior Technician

This job description is subject to change at any time at the sole discretion of the District and does not establish a contract for employment.

Reports to: Director of Special Education
Bargaining Unit: Renton Professional Technical Association (RPTA) **Level:** RPTA 3
FLSA Status: Hourly, Non-exempt **Revised Date:** 3/7/2024
Calendar: 185

PRIMARY PURPOSE:

In collaboration with the district Special Education Team serve as IEP support services with individual students in various schools in the district, providing social and behavior management techniques and collecting student data while building staff and student capacity to maintain the techniques. Duties include implementing behavior intervention plans, correcting inappropriate and/or dangerous behaviors of students, routine supervision of students and implementation of a variety of intervention de-escalation strategies, incident report preparation, record keeping, and collecting data related to behavior. Registered behavior technicians, working under the direction of Board-Certified Behavior Analysts (BCBAs) are needed to provide services as outlined in individual educational plans (IEPs).

ESSENTIAL FUNCTIONS

1. Works as a member of the district Special Education Team, providing IEP services to individual students, implementing behavior intervention plans (BIPs) developed by the team and under the coordination of a BCBA.
2. Works cooperatively with special education and general education teachers and specialists in schools, serving students with disabilities, including severely behaviorally disabled students, implementing IEP services and behavior intervention plans. May provide expertise, direction and materials to other classified staff to ensure the implementation of specific behavior intervention strategies.
3. Documents and maintains a variety of confidential data collection on student behaviors. Keeps track of disruptions, redirects students to appropriate classroom behavior.
4. Under the direction of the Special Education Directors, with the support of building administrators, works with students individually or in small groups supervising and/or directing activities. Such activities may include behavioral strategy techniques, communication skills, social or life skills; monitors student progress, implements reinforcement and de-escalation techniques to assure class safety.
5. Participates in meetings to exchange information about students as directed.
6. Maintains regular attendance; adheres to board policy and the mutually bargained leave and attendance terms as stated in the collective bargaining agreement.
7. Performs related duties consistent with the scope and intent of the position.

MINIMUM QUALIFICATIONS

1. Documentation of successful completion of an approved 40-hour behavior training program to include classroom, online, or supervisor-led instruction, experiential learning, evaluation, and assessment required.
2. Registered Behavior Technician (RBT)/Certified Behavior Technician (CBT) certification preferred or ability to obtain certification within 90 days of employment.
3. Degree in mental health related field, i.e., psychology, counseling, special education, social work (optional).
4. Right Response training preferred, or other district identified crisis response training.
5. Previous successful work experience in a similar position preferred or work experience working with children and young adults with disabilities and/or emotional regulation challenges.
6. Training or experience working with diverse racial, ethnic, and cultural groups required.
7. Valid Washington State driver's license.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

1. Abilities in de-escalation and crisis prevention techniques, physical intervention strategies and restraints.
2. Ability in recording student behavior trends and writing behavior reports.
3. Ability to communicate effectively with individuals and groups of all ages, backgrounds, and educational levels.
4. Ability to develop and maintain rapport with students and staff.
5. Ability to maintain control of tense and potentially dangerous situations.
6. Knowledge of security and safety practices and procedures.
7. Skill in making effective, quick decisions.
8. Ability to accurately assess emergency situations.
9. Ability to remain calm under pressure.
10. Ability to accurately document activities and occurrences.
11. Ability to establish and maintain strong and effective working relationships with staff, parents, students, the public and outside agencies.
12. Cultural competency: ability to effectively work with diverse populations.

WORKING RELATIONSHIPS:

Reports to Director of Special Education. Interacts regularly with certificated program staff, other certificated staff, program and building administrators and classified staff, including transportation staff. Contacts with parents/guardians may occur.

WORKING CONDITIONS:

The daily work is performed in special education and general education classrooms and at various other locations within a school building. The job incumbent is frequently required to: stand for prolonged periods; be exposed to infectious diseases; visually concentrate on detail; be exposed to interruptions; be dexterous and/or precise, and work outdoors in inclement weather. The incumbent may be required to be exposed to high noise levels, and deal with

distraught, angry or hostile individuals.

EMPLOYMENT INFORMATION

Benefits: Consistent with Professional -Technical Agreement.