



Job Title: Registered Behavior Technician

Exemption Status/Test: Non-Exempt

Reports to: Special Education Coordinator

Date Revised: April 2025

Dept. /School: Special Education

Pay Grade: PA5

Primary Purpose:

The Registered Behavior Technician (RBT), under the direct supervision of the Board Certified Behavior Analyst (BCBA) assists in the development and implementation of behavior intervention programs for students with challenging behavioral needs at various sites throughout the district monitors and collects data on behavior and documents progress, and it collaborates with school staff to coach and implement behavior interventions.

Qualifications:

Education/Certification:

- High School Diploma or equivalent
- Valid Registered Behavior Technician certificate
- Current certification in Nonviolent Crisis Intervention, preferred
- Valid Texas educational aide certificate upon hire

Experience:

- Experience working with children in an educational setting, preferred

Special Knowledge/Skills:

- Ability to work collaboratively with teachers and students
- Strong communication, organizational, and interpersonal skills
- Patience, flexibility, and a positive attitude while exhibiting a growth mindset
- Knowledge of Applied Behavior Analysis (ABA) and experience in developing and evaluating programs based upon the principles of ABA
- Understanding of prompting procedures to help students gain new skills and engage in desired behaviors
- Understanding of and familiarity with the characteristics of a wide range of disabilities, including (but not limited to) autism, intellectual disability, emotional disability, and ADHD
- Understand the needs of special education students and effectively relate to learning situations

Major Responsibilities and Duties:

Instructional Support

1. Assist with the implementation and monitoring of Behavior Intervention Plans (BIPs) and skill acquisition programs under the close, ongoing supervision of a Board Certified Behavior Analyst (BCBA).
2. Ability to read and identify the essential components of a written Behavior Intervention Plan and Individualized Education Program as it relates to behavior areas of need.
3. Provide modeling and training to teachers and paraprofessionals on how to implement Behavior Plans
 - Describe behavior functions and appropriate preventive and reactive strategies for staff to use
 - Modeling scenarios across environments



- Assist staff in implementing reactive procedures for problem behavior
- 4. Effectively communicate with team members
- 5. Assist the BCBA with observations and data collection for assessments
- 6. Collect and monitor ongoing behavior data and samples.
- 7. Assist teachers and staff with behavior data collection measures.
- 8. Assist the BCBA in analyzing and interpreting data.
- 9. Provide feedback/explanation to case managers/teachers about interventions.
- 10. Educate staff on general ABA skills/principles and evidence-based practices.
- 11. Travel to multiple sites as necessary.
- 12. Assist in the development of the reinforcement identification procedure.
- 13. Additional related tasks as assigned by the BCBA.

Student Management

- 14. Promote and uphold a safe, structured learning environment for all students.
- 15. Assist in managing classroom behavior, ensuring a respectful and productive learning environment.
- 16. Monitor students throughout the school day, inside and outside the classroom, including arrival, dismissal, cafeteria, bus, and recess duty.
- 17. Inform teachers of any special needs or concerns regarding individual students.
- 18. Exercise tact, patience, courtesy, and good judgment when working with students
- 19. Respond appropriately in emergency/unforeseen situations

Other

- 20. Establish and maintain accurate records and files, and develop comprehensive reports
- 21. Maintain the security and confidentiality of specified records and information.
- 22. Actively support the school culture, mission, and vision while prioritizing improved outcomes for all students.
- 23. Follow district safety protocols and emergency procedures.
- 24. Perform all other duties as assigned.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment, including personal computer and peripherals

Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

Motion: Demonstrate sufficient physical mobility and strength to restrain, as needed, adolescent students who may be acting out frustration and/or anger

Lifting: Lifting and carrying (50 pounds or up to 100 pounds with assistance)

Environment: Work irregular hours; occasional prolonged hours

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; maintain confidentiality

This document describes the general purpose and responsibilities assigned to this job. It is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____



Received by

Date
