

JOB DESCRIPTION: Registered Behavior Technician (RBT)

BASIC FUNCTION: Provide behavior intervention services to increase and improve skills and functional abilities of students assigned to caseload under the direction of a Board Certified Behavior Analyst (BCBA).

QUALIFICATIONS:

1. State of Illinois Registered Behavior Technician (RBT) License.
2. Pediatric experience preferred.
3. Present evidence of physical fitness to perform the essential functions of the job, with or without reasonable accommodations, and freedom from communicable disease, including Tuberculosis;
4. Ability to establish and maintain cooperative and effective working relationships with others;
5. Dependable work record;
6. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

EDUCATION AND EXPERIENCE: Sufficient training and experience to demonstrate the knowledge and abilities as listed.

KNOWLEDGE OF:

1. General principles, methods, equipment and techniques of behavior intervention services.
2. Problems and concerns of students with special needs.
3. Policies and objectives of assigned program and activities.
4. Child growth and development.
5. Operation of therapeutic and adaptive equipment.
6. Common disabling conditions of children.
7. Applicable laws, codes, regulations, policies and procedures.
8. Oral and written communication skills.
9. Correct English usage, grammar, spelling, punctuation and vocabulary.
10. Record-keeping and report writing techniques.
11. Health and safety regulations.
12. Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

1. Provide behavior intervention services to increase and improve skills and functional abilities of students assigned to caseload under the direction of a Board Certified Behavior Analyst (BCBA).
2. Monitor progress and reassess skill development and other identified needs.
3. Interpret, apply and explain rules, regulations, policies and procedures.
4. Understand and relate to children with special needs.
5. Develop and implement appropriate treatment plans in accordance with student's identified needs, IEP or Section 504 plan.
6. Set up, operate and adjust therapeutic and adaptive equipment.
7. Determine appropriate action within clearly defined guidelines.

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8. Provide consultation and support to families regarding students' developmental needs.
9. Maintain records and prepare reports.
10. Prepare detailed individual case notes.
11. Observe health and safety regulations.
12. Communicate effectively both orally and in writing.
13. Establish and maintain cooperative and effective working relationships with others.

REPORTS TO: Special Services Department Administrator

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

1. Prepare, enter, and update all data related to students on caseload.
2. Describe and record students' behaviors in measurable terms.
3. Assist BCBA's with assessment procedures.
4. Assist BCBA in creating a skill acquisition plan for the student and implement procedures to encourage the student's acquisition of the desired skill.
5. Assist BCBA in creating a behavior reduction plan and implement interventions and differential reinforcement procedures.
6. Generate complete reports while complying with all applicable legal, regulatory, and workplace requirements.
7. Consistently operate within scope of practice, maintain clear lines of communication and professional boundaries.
8. Implement supervisors' feedback to improve professional performance.
9. Monitor progress and reassess sensory-motor development and other identified developmental needs using a variety of tools; evaluate needs and progress toward goals; monitor and adjust individual programs as needed.
10. Contribute to the evaluation process under the direction of the Registered Occupational Therapist. May independently perform parts of assessments, using structured evaluations.
11. Provide consultation and support to families regarding students' developmental needs and treatment procedures; travel to school sites to assist with therapeutic activities of assigned caseload as directed.
12. Communicate with staff, teachers, parents and administrators to implement new and improved student skills into daily activities, extend therapeutic activities to the classroom and home, exchange information and resolve issues or concerns related to the

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student's IEP.

13. Set up and operate a variety of therapeutic equipment such as harnesses, spinning boards, therapy balls and adaptive devices; adjust and demonstrate use of therapeutic equipment as appropriate; drive a vehicle to conduct work.
14. Prepare and maintain various records and reports related to student progress, development, treatment, IEP's, goals, objectives and assigned activities; prepare detailed individual case notes and annual summaries of treatment.
15. Plans and communicates daily schedule according to assigned workload.
16. Attend and participate in IEP meetings; provide information concerning student progress; collaborate with other personnel in the development and implementation of IEP goals and objectives.
17. Drive a vehicle to travel to various sites to provide occupational therapy to students.
18. Operate a variety of office equipment including but not limited to, typewriter, calculator, copier, computer and assigned software.
19. Maintain ethical and moral standards inclusive of confidentiality of information about students.
20. File necessary child abuse/neglect reports, as necessary.
21. Perform such other tasks and assumes such other responsibilities as the Special Services Department Administrator, or designee, may assign in accordance with Board of Education policies and procedures.

LICENSES AND OTHER ESSENTIAL REQUIREMENTS:

1. State of Illinois Registered Behavior Therapist (RBT) License.
2. Valid First Aid and CPR Certificate issued by an authorized agency preferred.
3. Valid State driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

1. Indoor and outdoor work environment.
2. Driving a vehicle to conduct work.

ESSENTIAL PHYSICAL DEMANDS:

1. Dexterity of hands and fingers to operate office and therapeutic equipment.
2. Seeing to monitor student progress and read a variety of materials.
3. Hearing and speaking to exchange information.
4. Bending at the waist, kneeling or crouching to assist students.
5. Reaching overhead, above the shoulders and horizontally.
6. Sitting or standing for extended periods of time.

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7. Lifting, carrying, pushing and pulling heavy objects as assigned by the position.

TERMS OF EMPLOYMENT: Category of Position – 2. Work year based on 176 work days, 7.5 hours per day including a one-half hour duty-free unpaid lunch break. Hourly rate of pay and Fringe Benefit Package II as established by the Board of Education.

EVALUATION: Performance in this job will be evaluated in the first year of employment and at least once every two years thereafter, by the Special Services Department Administrator or designee.