



## REGISTERED BEHAVIOR TECHNICIAN (RBT)

### **BASIC FUNCTION**

Under the general supervision of the Director of Special Services, the Registered Behavior Technician (RBT) works under the direction of a Board Certified Behavior Analyst (BCBA). The RBT is responsible for the direct implementation of skills-acquisition and implementation of behavior intervention plans developed by the IEP team or BCBA. The RBT works in collaboration with classroom educators and may also collect data and conduct assessments.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

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. Assist educators with implementation of classroom instruction and work with students during instructional activities.
3. Implement, assess, and evaluate implementation of student intervention plans and programs as designed by IEP teams and BCBA's.
4. Develop relationships and communicate effectively with a diverse community and student population.
5. Engage in supervision of student skills acquisition activities and behavior change strategies which must include at least two face-to-face synchronous contacts per month during which the supervisor observes the RBT engaging in skill acquisition or behavioral change activities.
6. Communicate with staff, students, parents, and community regarding factors impacting student performance in a manner consistent with educator and administrative direction as well as district policies and procedures.
7. Maintain accurate data on student performance and progress including summarizing and reporting all behavior data for district and/or building administrators in a timely, accurate, and efficient manner, and conduct assessment of preference and behavior.
8. Implement positive behavioral intervention systems, focusing on student skill acquisition.
9. Utilize best practice intervention and crisis response strategies and implement evidence based intervention practices.
10. Collaborate with school personnel on identifying triggers and re-enforcers for problematic behavior.
11. Monitor student behavior inside and outside of the classroom.
12. Enter and update student information in all applicable software systems.
13. Prepare simple memos, letters, and/or other related written correspondence.

14. Problem-solve with students on an ongoing basis.
15. Provide support to the classroom as directed by administration.
16. Attend various training sessions needed in order to maintain an up-to-date understanding of behavioral intervention and other related meetings.
17. Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community.
18. Perform other related duties as assigned.

## **EMPLOYMENT STANDARDS**

### *Knowledge Of:*

- Behavioral science and developmental psychology, theory and practice.
- Nonviolent Crisis Intervention techniques.
- Implementation of positive behavior supports.
- Collaborative problem solving.
- Functional behavior analysis.

### *Ability To:*

- Perform routine mathematical calculations.
- Read and interpret routine information from schedules, memos, and/or other written documentation.
- Demonstrate ethical professional conduct and scope of practice.
- Basic typing and keyboard skills.
- Problem-solve effectively with students with behavioral and mental health issues.
- Communicate, monitor, supervise, and manage difficult students and help them succeed.
- Communicate effectively with staff and families.
- Be flexible, cooperative, and take initiative.
- Capably respond to aggressive student behavior.
- Maintain confidentiality of sensitive information.
- Work under constant interruption.
- Establish and maintain positive relationships with others as part of a team.
- Interpret and apply applicable laws, rules and regulations related to special education.

## **EDUCATION, TRAINING, AND EXPERIENCE**

Associates Degree in Education, Counseling, Psychology, Sociology, Criminology, Social Work or related field is required. Three (3) years experience working with students with behavior or mental health issues. Working knowledge of behavioral science and developmental psychology, theory, and practice is preferred.

A Bachelor's degree in Education, Counseling, Psychology, Sociology, Criminology, Social Work or related field will substitute for two (2) years experience.

Hold and maintain, or be in the process of obtaining, RBAI or RBT credentials with the Behavior Analyst Certification Board and the Oregon Behavior Analysis Regulatory Board. Employees will be required to complete a 40-hour training program (under a Board Certified Behavior Analyst) based on the RBAI/RBT Task List, within 90 days of employment. Employees are also required to pass the RBAI/RBT Competency Assessment administered by a BCBA certificiant.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

**WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in an elementary, middle, K-8, Alternative and/or High School campus environment with extensive student, parent and public contact and frequent interruptions.

**Hazards:** Potential conflict and physically confrontational situations. Employees may be subject to exposure to bodily fluids and blood.

**Physical Demands:** Requires the ability to restrain students using intervention methods on a regular basis, multiple times daily, students may weigh from 35 to 100+ pounds. Requires the ability to lift, carry, push and pull up to 50 lbs. Requires continuous reaching, bending, crouching, twisting, kneeling, and repetitive use of arms, hands, wrists, and legs. Physical endurance is strongly encouraged.

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FLSA: Non-Exempt  
Bargaining Unit: PFSP  
Salary Grade: Appendix D

Approval Date: TBD  
Revised Date:

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.  
Board of Education Policy 1.80.020-P*

**NOT FOR PUBLISHING**

**Registered Behavior Technician - Details of Job**

**PHYSICAL DEMANDS REQUIRED:**

Vision (66-100%)	Speaking (66-100%)	Hearing (66-100%)
Standing (33-66%)	Sitting (33-66%)	Walking (33-66%)
Writing (Up to 33%)	Bending (33-66%)	Stooping (33-66%)
Acceptable Attendance	Reaching (33-66%)	Squatting (33-66%)
Lifting (33-66%) Up to 50 lbs. individually More than 50 lbs. with assistance	At risk for exposure to Bloodborne Pathogens and other potentially infectious materials.	Driving (66-100%)

**MENTAL DEMANDS REQUIRED:**

Reading documents (66-100%)	Constant Interruptions (66-100%)	Verbal Communication (66-100%)
Confidentiality (66-100%)	Written Communication (Up to 33%)	Multiple Concurrent Tasks (66-100%)

Percentages of requirements of physical and mental tasks are only an estimate. Reasonable accommodations for persons with a disability will be considered in order for them to perform the essential functions of the job.

**(66-100%) = *Continuously***

**(33-66%) = *Frequently***

**(Up to 33%) = *Occasionally***

**TOOLS AND EQUIPMENT NECESSARY:**

Computer, copy machines, telephone, and all other tools and equipment necessary to perform the essential functions as listed above.