

**Granite Falls School District**  
**Position Description**  
**PARAPROFESSIONAL – BEHAVIOR SPECIALIST (RBT)**

**GENERAL SUMMARY**

The behavior specialist will be assigned to work with special education teams to implement behavior goals and behavior plans in general education settings, special education classrooms, learning support centers, preschool and/or alternative classroom placements, and in common areas. The behavior specialist may be assigned to work with a whole class, small group or individual student, and may specifically be asked to work with potentially escalated or assaultive students. The behavior paraprofessional performs all or a combination of the following duties:

**SPECIALIZED FUNCTIONS**

The skill set of a Registered Behavior Technician (RBT) includes:

1. The ability to assist with functional assessment procedures (i.e. collecting Antecedent / Behavior / Consequence data).
2. Describe common functions of behavior.
3. Identify antecedents and implement interventions based on antecedents such as motivating / establishing operations and discriminative stimuli.
4. Able to conduct preference assessments to determine motivation.
5. Demonstrate proficiency in conceptual understanding of contingencies of reinforcement and reinforcement schedules (i.e. fixed ratio, fixed interval, variable ratio, variable intermittent, continuous, and progressive schedules of reinforcement).
6. Implement discrete trial, natural environment, and incidental teaching procedures.
7. Create and implement task analyzed chaining procedures.
8. Implement discrimination training.
9. Conceptual understanding and implementation of stimulus control transfer procedures.
10. Implement prompt and prompt fading procedures,
11. Implement generalization and maintenance procedures.

**ESSENTIAL FUNCTIONS**

To effectively perform the essential functions of any position with the District, regular attendance is required and expected.

1. Tutors students individually or in small groups in a variety of learning activities to promote student understanding of materials presented. Provides encouragement, reinforcement and achievement of educational objectives and goals defined by certificated teacher(s). May administer and supervise students, such as lifting and positioning or assistance with personal hygiene/toileting. May be required to restrain out-of-control students for safety.
2. Communicates with teacher(s) concerning individual student progress; adjusts methods to meet the needs of a wide variety of students; consults with certificated staff concerning remediation or enrichment activities.
3. Collects behavior data as directed by the teacher or other certificated staff member. Assists teacher in maintaining records, logs, charts, assignments and other records for assessment of student progress. May correct, score or grade tests, papers and assignments according to guidelines or instructions; may schedule appointments; may set up and run machines.

4. Monitors student behavior in classrooms, playground, halls, at lunch or breaks, at bus boarding areas, on field trips, at vocational work sites, and at other sites as assigned to promote safe and appropriate student behavior. Models appropriate communication and positive behaviors in all school settings. Instructs, prompts, models, redirects, or corrects behaviors and maintains discipline according to established policies and procedures. Instructs students in behavioral rules and codes for student safety, socialization and individual growth. Intervenes with potentially dangerous student behavior using Right Response/approved and de-escalation strategies.
5. Assists students with the mastery of social and self-regulation skills; listens to student confidences and refers problems to teachers, counselors, specialists or administrators as appropriate.
6. Establishes and maintains effective communication with students, staff, parents and the public, for student progress and safety and community relations. Maintains appropriate boundaries with students and families, including referring all inquiries to the teacher, and refraining from calling and texting parents (or returning calls or texts from the parents) unless specifically directed to do so by the teacher.
7. Provides first aid to injured or ill students as appropriate.
8. Locates, develops, and/or modifies materials for student use, enrichment activities and special projects.
9. Prepares, duplicates, collates and distributes materials; operates a variety of office equipment.
10. Maintains physical appearance of classroom, hallways and other assigned areas; maintains, assembles and stores playground equipment as assigned; maintains supplies as assigned.
11. Serves as member of instructional team of the District such as attendance of building meetings as requested; performs related duties consistent with the scope and intent of the position.
12. Assist in delivery of IEP service under the direction of special education team.

## **REPORTING RELATIONSHIPS**

Reports to Board Certified Behavior Analyst (BCBA), Director of Special Education and building Principal

## **MENTAL DEMANDS**

Requires ability to read and write sufficiently to follow written instructions, understand classroom instructional materials, complete written records, etc.; requires basic K-6 math skills for elementary assignments with some beginning algebra skills at the secondary level; experiences frequent interruptions requiring quick return-to-work and concentration skills; requires adaptability and flexibility in dealing with a wide range of student behaviors and learning styles and academic abilities, or with a wide range of physical or emotional disabilities; requires patience and understanding when working under stressful situations in a classroom setting and when working with students with special needs; may be required to calm distraught, angry, or hostile students; requires cooperation and ability to work as a team member; requires good organizational skills.

**PHYSICAL DEMANDS**

Requires mobility (standing, walking, etc.); requires twisting upper torso and neck and slight bending forward without restrictions; occasional bending at waist to ground; requires good visual and hearing ability; exposure to infectious diseases carried by students; exposure to student noise levels; may be required to lift and position students and assist with personal hygiene/toileting; may require prolonged standing, sitting, bending (stooping); may require restraining out of control students; may require assisting students with physical activities; exposure to weather elements if necessary to work playground supervision.

**MINIMUM QUALIFICATIONS****Education and Experience**

High school diploma or equivalent and one of the following: 1) Two years of post-secondary study at an institution of higher education or; 2) AA degree or higher or; 3) or have passed the Educational Testing Service assessment. (A sample test is available for review online at <http://www.ets.org/parapro/about>) The cost for the Educational Testing Service ParaPro assessment is \$55.00; experience working with school-aged children. Tutorial experience desirable; demonstrated proficiency in designated academic subjects preferred in some positions.

**LICENSES/SPECIAL REQUIREMENTS**

Satisfactory background clearance results (fingerprinting required); proof of ability to work in the United States; valid Washington State driver's license, depending on assignment CPR & first aid cards may be required. Physical intervention training required within 30 days of hire.

Right Response training or the willingness to obtain Right Response training within 90 days.

Registered Behavior Technician (RBT) certificate or the willingness to complete district-provided training and obtain such certificate within 90 days.

**CONDITIONS**

The preceding list of essential functions is not exhaustive and may be supplemented as necessary.