

Autism Family Support and Intensive Behavior Technician I

Position Details

Class Code: 4233

Job Family: Paraprofessionals/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 48 on the Support Professional Salary Schedule](#)

FLSA STATUS: NON-EXEMPT

Position Summary

Under general supervision and direction of Student Services Division (SSD) administration, performs duties and interventions related to educational programs for students with autism. May be assigned to a multi-subject environment and perform generalized student support functions. Implements behavioral programming for students with autism, assists with behavioral assessments, provides professional learning (PL), and records student behavioral progress.

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Provides specialized Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT) services in SSD programs such as family training, intensive intervention, and school support.
2. Implements behavioral, social, and communication programming in one-on-one and group settings.
3. Follows reduction and behavioral skill acquisition protocols in ABA.
4. Participates in developing and implementing specially designed hands-on PL for individual schools and students.

5. Facilitates family and school staff trainings.
 6. Collects data about student behaviors through direct observation; collaborates with intervention teams to make data-based decisions.
 7. Works in multiple environments, including student homes, centralized services, and schools throughout the Clark County School District (CCSD).
 8. Assists with behavior reduction assessments and skill acquisition plans, as directed.
 9. Provides regular progress updates on behavior, social, and communication skills to the intervention team.
 10. Implements toilet training protocols, as directed, and records data.
 11. Maintains student and family confidentiality.
 12. Attends required trainings to learn/refine behavioral intervention skills and techniques, including ABA.
 13. May assist students with personal care and sanitary needs; may assist in monitoring, feeding, preparing, distributing, and administering special diets.
 14. May monitor students during assigned period in a variety of school environments (assemblies, athletic areas/fields, bus stops, cafeteria/multipurpose room, classrooms, field trips, playgrounds, restrooms, etc.) to maintain a safe learning environment, which may include physical interventions (e.g., jogging/running after student(s) to prevent them from harming themselves or others-).
 15. Develops specific and generalized program materials.
 16. Conforms to safety standards, as prescribed.
 17. Performs other tasks related to the position, as assigned.
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Distinguishing Characteristics

Involves tasks directly associated with the implementation of SSD programs along with autism training activities and interventions using ABA for students, families, and staff.

Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of ABA methods, techniques, and procedures.
2. Knowledge of age-appropriate learning activities for students with autism.
3. Knowledge of basic software applications.

4. Ability to accept constructive feedback; develops knowledge and skillsets accordingly.
 5. Effective time management and multitasking skills.
 6. Ability to adhere to organizational policies/procedures and abide by the Behavior Analyst Certification Board's ethics code.
 7. Ability to implement and articulate training procedures/programs for students with autism, CCSD staff, and families.
 8. Ability to interpret written and verbal instructions.
 9. Ability to work effectively with students with autism.
 10. Ability to deal with challenging behavior and crisis situations.
 11. Ability to model ABA strategies to CCSD staff.
 12. Ability to collect and analyze student data.
 13. Ability to complete specialized records.
 14. Ability to meet predetermined deadlines.
 15. Ability to communicate clearly, verbally and in writing.
 16. Ability to judge when to act independently and when to refer situations to a supervisor/administrator.
 17. Ability to multitask and prioritize accordingly or under stressful conditions.
 18. Ability to work cooperatively with central office and school-based personnel, students, and the community.
 19. Ability to work flexible hours/shifts, including evenings.
 20. Ability to recognize and report hazards and apply safe work methods.
 21. Possess physical and mental stamina commensurate with the responsibilities of the position.
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Position Requirements

Education, Training, and Experience

1. High school graduation or other equivalent (General Education Development [GED], foreign equivalency, etc.).
2. Two (2) years' experience working with children with autism and their families using ABA; or,
3. Two (2) years' experience working with families and children with behavioral disabilities.
4. Minimum of 48 credit hours from an accredited college or university or a passing score on the Educational Testing Services (ETS) ParaPro Assessment.

Licenses and Certifications

1. A valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada. License must be maintained for the duration of the assignment.
2. Current driving history (dated within six [6] months from the date printed) issued by the Department of Motor Vehicles (DMV) at the time of application or Qualified Selection Pool (QSP) placement and at the time of interview prior to final selection.
3. Safe driving record. Safe driving record must be maintained for the duration of the assignment.
4. Current Cardiopulmonary Resuscitation/Automated External Defibrillator (CPR/AED) certificate from the American Heart Association, American Red Cross, or a similar organization. Certification must be maintained for the duration of the assignment. Certification training must be in-person and include a hands-on component. Online courses will not be accepted. A copy of the front and back of the CPR/AED certificate must be uploaded into the application.
5. Current Crisis Prevention Intervention (CPI) certification from a licensed CPI trainer. If certification is not in possession at time of application or QSP placement request, it must be obtained within three (3) months of hire into position. Certification must be maintained for the duration of the assignment. Certification training must be in person and include a hands-on component. Online courses will not be accepted. A copy of the CPI certification must be uploaded into the application.
6. Registered Behavior Technician (RBT) certification with the State of Nevada. If certification is not in possession at time of application or QSP placement request, it must be obtained within 12 months of hire into position. Certification must be maintained for the duration of the assignment. A copy of the certification must be uploaded into the application.

Preferred Qualifications

1. Three (3) years experience working with children with autism and their families using ABA.
2. RBT work experience.

Document(s) Required at Time of Application

1. High school transcript or other equivalent (GED, foreign equivalency, etc.).
2. Documented experience working with families and children.

3. College transcript(s) from an accredited college or university, if applicable.
 4. Copy of passing score on the ETS ParaPro Assessment, if applicable.
 5. Copy of a valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada.
 6. Copy of current driving history (dated within six [6] months from the date printed) issued by the DMV.
 7. Safe driving record.
 8. Current CPR/AED certification as indicated above. A copy of the front and back of the CPR/AED certificate must be uploaded into the application.
 9. Current CPI certification, if applicable.
 10. Current RBT certification, if applicable.
 11. Specific documented evidence of training and experience to satisfy qualifications.
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Examples of Assigned Work Areas

CCSD schools (health offices, playgrounds, cafeterias, classrooms, locker rooms, etc.), department offices, student homes, etc.

Work Environment

Strength

Sedentary/medium - exert force up to 25-50 lbs., occasionally; 10-25 lbs., frequently; up to 10 lbs., constantly.

Physical Demand

Frequent sitting, standing, walking, pushing, pulling, stooping, kneeling, crouching, reaching, handling, and repetitive fine motor activities. Hearing and speech to communicate in person, via video conference and computers, or over the telephone. Mobility to work in a typical office setting and use standard office equipment. Stamina to remain seated and maintain concentration for an extended period of time. Vision: Frequent near acuity, occasional far acuity, and color vision. Vision to read printed and online materials, Video Display Terminal screens, or other monitoring devices.

Environmental Conditions

Climate-controlled office settings with temperatures ranging from mild to moderate cold/heat. Exposure to noise levels ranging from moderate to loud for occasional to frequent time periods.

Hazards

Furniture, office equipment, communicable diseases, chemicals and fumes (as related to specific assignment), and power/hand-operated equipment and machinery (as related to specific assignment).

Examples of Equipment/Supplies Used to Perform Tasks

Computers, telephones, copiers, printers, flipcharts, projectors, televisions, media equipment, etc.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

Job Revision Information

- Revised: 10/24/24
- Created: 05/09/22