Autism Family Support and Intensive Behavior Technician I

Position Details
Class Code: 4233
Job Family: Para-Professional/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 Linking Instructional Needs and Key Supports (LINKS) Team Administration, performs a variety of duties and interventions related to educational programs for students with autism. Position may be assigned to a multi-subject environment and perform a broad array of generalized student support functions. Work includes implementing behavioral programming for students with autism, assisting with behavioral assessments, providing professional learning, and recording student behavioral progress.

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

1. Provides specialized services in Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT) in LINKS Team 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 the reduction and behavioral skill acquisition protocols in ABA.
4. Participates in development and implementation of specially designed hands-on professional learning for individual schools and students.
5. Facilitates family and school staff training sessions.
6. Collects data about student behaviors through direct observation and 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.
8. Assists as directed with behavior reduction assessments and skill acquisition plans.
9. Provides the intervention team regular written and verbal progress updates on behavior, social, and communication skills.
10. Implements toilet training protocols as directed and records data.
11. Maintains student and family confidentiality.
12. Acquires and maintains technical knowledge by attending required training to learn and refine skills and techniques used in behavioral intervention, including but not limited to 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 within a variety of school environments (i.e., assemblies, athletic areas/fields, bus stops, cafeteria/multipurpose room, classrooms, field trips, playgrounds, restrooms, etc.) for the purpose of maintaining a safe and professional learning environment, which may include physical interventions (i.e., jogging or running after a student to prevent them from doing harm to him/herself or others).
15. Develops materials for specific and generalized programs.
16. Conforms to safety standards, as prescribed.
17. Performs other tasks related to the position, as assigned.

Distinguishing Characteristics
Involves tasks directly associated with the implementation of LINKS Team programs and autism training activities and intervention 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 computer software applications.
4. Ability to accept constructive feedback and develop knowledge and skill sets accordingly.
5. Effective time management skills and the ability to manage multiple tasks at one time.
6. Ability to adhere to organizational policies and procedures and abide by the code of ethics as indicated by the Behavioral Analyst Certification Board.
7. Ability to implement and articulate training procedures and programs for students with autism, District 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 District 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 exercise judgment as to when to act independently or when to refer a situation to a supervisor or administrator.
17. Ability to multitask and determine priorities under stressful conditions.
18. Ability to perform several tasks and prioritize accordingly.
19. Ability to work cooperatively with central office and school-based personnel, students, and the community.
20. Ability to work flexible hours and shifts, including evening hours.
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 (i.e., General Education Development (GED), foreign equivalency, etc.).
2. Two (2) years of experience working with families and children with autism using ABA; or,
   Two (2) years of experience working with families and children with behavioral disabilities; and,
3. 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 or state-issued identification card.
2. Current Cardiopulmonary Resuscitation/Automated External Defibrillator (CPR/AED) certificate from the American Heart Association, American Red Cross, or other 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.
3. Current Crisis Prevention Intervention (CPI) certification from a licensed CPI trainer. If certification is not in possession at time of application or Qualified Selection Pool (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.
4. 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 twelve (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 of experience working with families and children with autism using ABA.
2. RBT work experience.

Document(s) Required at Time of Application
1. High school transcript or other equivalent (i.e., GED, foreign equivalency, etc.).
2. College transcript(s) from an accredited college or university, if applicable.
3. Documented experience working with families and children with autism using ABA, if applicable.
4. Copy of passing score on the ETS ParaPro assessment, if applicable.
5. A copy of a valid driver’s license or state-issued identification card.
6. 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.
7. Current CPI certification, if applicable. A copy of the CPI certification must be uploaded into the application.
8. Current RBT certification, if applicable. A copy of the RBT certification must be uploaded into the application.
9. Specific documented evidence of training and experience to satisfy qualifications.

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**Examples of Assigned Work Areas**

District schools – health offices, playgrounds, cafeterias, classrooms, locker rooms, department offices, student homes, other designated school areas, etc.

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**Work Environment**

**Strength**
Sedentary/medium - exert force to 50 lbs., occasionally; 10-25 lbs., frequently; or 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 to 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, a Video Display Terminal (VDT) screen, or other monitoring devices.

**Environmental Conditions**
Climate-controlled office setting 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).

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**Examples of Equipment/Supplies Used to Perform Tasks**

Computers, telephones, copy machines, printers, flipcharts, overhead/liquid crystal display (LCD) projectors, televisions, media equipment, etc.

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**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, or 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.

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**Job Revision Information**

- Revised: 04/24/23
- Created: 05/09/22