

Autism Family Support and Intensive Behavior Technician II

Position Details

Class Code: 4234

Job Family: Para-Professional/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade](#) 51 on the Support Professional Salary Schedule

FLSA STATUS: NON-EXEMPT

Position Summary

Under 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. The Autism Family Support and Intensive Behavior Technician II will provide instruction, behavior reduction strategies, and training based upon the principles of Applied Behavior Analysis (ABA) to students with disabilities, Clark County School District staff, and families in the home, community, and school setting under the direction of licensed staff. The Autism Family Support and Intensive Behavior Technician II will facilitate communication between all team members, manage and disseminate student data, and ensure that all team members have the necessary support, training, and materials to assist students in reaching their full potential. This position may be assigned to pre-K through high school autism classrooms and will assist with intensive support and hands-on professional learning.

Essential Duties and Responsibilities

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

1. Provides support training in instructional materials, techniques, and equipment for new and existing District employees.
2. Informs department administrator(s) of useful training programs and ideas

3. Provides initial and ongoing staff development on behavioral and skill acquisition strategies in order to continue to build capacity.
4. Provides positive and constructive feedback to staff regarding ABA and professional skills on a regular basis.
5. 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.
6. Conducts classroom observations to determine classroom needs and collects data and reports findings to licensed staff.
7. Provides specialized services in ABA in LINKS Team programs such as family training, intensive intervention, and school support.
8. Plans and implements behavioral, social, and communication programming in one-on-one and group settings.
9. Follows the reduction and behavioral skill acquisition protocols in ABA.
10. Assists licensed staff in the development and implementation of specially designed professional learning for individual schools.
11. Facilitates family training sessions.
12. Collects student behavior data through direct observation and collaborates with intervention teams to make data-based decisions.
13. Updates and maintains data collection systems and disseminate information to the intervention team, as directed.
14. Summarizes data on observable student behavior to provide to licensed staff.
15. Conducts skill acquisition and behavior reduction assessments under supervision of licensed staff.
16. Assists licensed staff in the development of student intervention plans, family training plans, and intensive support plans.
17. Implements toileting training protocols as directed and record data.
18. Maintains student and family confidentiality.
19. Facilitates communication and collaboration between all members including district staff, classroom staff, and families.
20. Works in multiple environments including student homes, centralized services, and schools throughout the District.
21. May assist students with personal care and sanitary needs; may assist in monitoring, feeding, preparing, distributing, and administering special diets.
22. May monitor students during assigned periods 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).
23. Develops materials for specific and generalized programs.
 24. Conforms to safety standards, as prescribed.
 25. Performs other tasks related to the position, as assigned.
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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. Ability to instruct, model for, and coach personnel in instructional methods, techniques, and procedures.
2. Knowledge of ABA methods, techniques, and procedures and ability to model ABA strategies to District staff and families.
3. Knowledge of age appropriate learning activities for students with autism.
4. Knowledge of basic computer software applications.
5. Ability to develop and implement training procedures, programs, and presentations for students with disabilities and district staff under the supervision of licensed staff.
6. Ability to work effectively with students with disabilities.
7. Ability to deal with challenging behavior and crisis situations with confidence and empathy.
8. Ability to present to individuals or groups.
9. Ability to interpret oral and written instructions.
10. Ability to meet predetermined deadlines.
11. Ability to communicate clearly, orally, and in writing.
12. Ability to accept constructive feedback and develop knowledge and skill sets accordingly.
13. Effective time management skills, ability to manage multiple tasks at one time, and ability to meet predetermined deadlines.
14. Ability to adhere to organizational policies and procedures and abide by code of ethics as indicated by the Behavior Analyst Certification Board
15. Ability to work with minimal supervision.

16. Ability to work collaboratively with central office and school-based personnel, students, and the community.
 17. Ability to implement, present, and articulate training procedures and programs for students with autism to District staff, and families.
 18. Ability to work flexible hours and shifts including evening hours.
 19. Ability to collect and analyze student data.
 20. Ability to complete specialized records.
 21. Ability to multi-task and prioritize under stressful conditions
 22. Ability to work cooperatively with other employees, students, families, and the community.
 23. Ability to recognize and report hazards and apply safe work methods.
 24. Ability to learn and apply school rules, regulations, and procedures.
 25. Ability to exercise judgment as to when to act independently and when to refer situations to an administrator.
 26. Ability to maintain confidentiality.
 27. 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. Three (3) years of experience working with families and children with autism using ABA; **or**,
Three (3) years of experience working with families and children with behavioral disabilities; **and**, minimum 48 credit hours from an accredited college or university; **or**,
a passing score on the Educational Testing Services (ETS) ParaPro assessment.
3. Safe Driving record.

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. Copy of current driving history (dated within six (6) months) issued by the Department of Motor Vehicles at time of application or Qualified Selection Pool (QSP) placement and at time of interview prior to final selection.

3. Current Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) certification 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.
4. Current Crisis Prevention Intervention (CPI) certification from a licensed CPI trainer. If certification is not in possession at time of application or QSP 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.
5. Registered Behavior Technician (RBT) certification with the State of Nevada. If certification is not in possession at time of application or QSP request, it must be obtained within six (6) months of hire into position. Certification must be maintained for the duration of the assignment.

Preferred Qualifications

1. Five (5) years of experience working as a para-professional employee in a classroom setting or related position.
 2. RBT work experience.
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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.
4. Copy of passing score on the ETS ParaPro assessment, if applicable.
5. 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 date printed) issued by the Department of Motor Vehicles.
7. Current Cardiopulmonary Resuscitation/Automatic External Defibrillator certificate as indicated above. A copy of the front and back of the CPR/AED certificate must be uploaded into the application.
8. Current CPI certificate, if applicable. A copy of the CPI certification must be uploaded into the application.
9. Current RBT certificate, if applicable. A copy of the RBT certification must be uploaded into the application.

10. Specific documented evidence of training and experience to satisfy qualifications.

Examples of Assigned Work Areas

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

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 materials and online, a Video Display Terminal (VDT) screen, and 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).

Examples of Equipment/Supplies Used to Perform Tasks

District/personal vehicles, computers, telephones, copy machines, printers, flipcharts, overhead/liquid crystal display (LCD) 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, 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.

Job Revision Information

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