

Autism Intervention Specialist II

Position Details

Class Code: 0141

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 direction of Linking Instructional Needs and Key Supports (LINKS) Team administration, performs duties and interventions related to autism educational programs for students, staff, and parents/guardians. Position may be assigned to a multi-subject environment and perform generalized student support functions. Assists in behavioral programming for autistic students, behavioral assessments, 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.
2. Plans and implements behavioral, social, and communication programming in LINKS Team programs.
3. Applies ABA and DTT principles in working with autistic students and their families.
4. Assists in providing ABA training to Clark County School District (CCSD) staff.
5. May facilitate parent/guardian training sessions.
6. Collects data and maintains records.
7. Works in multiple environments including student homes, centralized services, and schools throughout CCSD.

8. Participates in mandated, ongoing training to learn and refine skills/techniques used in behavioral intervention, specifically ABA and DTT.
 9. May assist students with personal care and sanitary needs; may assist in feeding students by preparing, distributing, ordering, and administering snacks and special lunches.
 10. May monitor students during assigned period within a variety of school environments (assemblies, athletic areas/fields, bus stops, cafeteria/multi-purpose room, classrooms, field trips, playgrounds, restrooms, etc.) for the purpose of maintaining a safe learning environment, which may include physical interventions (i.e., jogging or running after student(s) to prevent them from doing harm to themselves or others.)
 11. Models ABA and DTT to other CCSD staff.
 12. Develops materials for specific and generalized programs.
 13. Conforms to safety standards, as prescribed.
 14. Performs other tasks related to the position, as assigned.
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Distinguishing Characteristics

Implements LINKS Team programs and autism training activities using ABA for students, families, and staff.

Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of ABA methods, techniques, and procedures.
2. Knowledge of learning activities appropriate for autistic students.
3. Knowledge of basic computer software applications.
4. Ability to develop and implement training procedures and programs for autistic students, CCSD staff, and families.
5. Ability to interpret written and verbal instructions.
6. Ability to work effectively with autistic students.
7. Ability to deal with challenging behavior and crisis situations.
8. Ability to present to individuals or groups.
9. Ability to collect and analyze student data.
10. Ability to complete specialized records.
11. Ability to meet predetermined deadlines.
12. Ability to communicate clearly, verbally and in writing.
13. Ability to work with minimal supervision.

14. Ability to judge when to act independently and when to refer situations to a supervisor.
 15. Ability to multitask and prioritize work.
 16. Ability to work cooperatively with other employees, students, parents/guardians, and the public.
 17. Ability to work flexible hours and shifts including evening hours.
 18. 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. Minimum of 250 hours documented training in ABA; or, Minimum of 48 credit hours from an accredited college/university; or, A passing score on the Educational Testing Services (ETS) ParaPro assessment.
3. One (1) year of experience working with autistic children and their families using ABA.
4. One (1) year experience working as an Autism Intervention Specialist I.
5. 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 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. Current Crisis Prevention Intervention (CPI) certificate 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.

Preferred Qualifications

1. One (1) year of experience working as a para-professional employee in a classroom setting.
 2. Experience working with children, preferably with special needs or autism.
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Document(s) Required at Time of Application

1. High school transcript or other equivalent (GED, foreign equivalency, etc.)
 2. ABA training documentation, if applicable.
 3. Transcript(s) from an accredited college/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 to legally operate a motor vehicle in Nevada.
 6. Current copy of driving history (dated within six (6) months from the date printed) issued by the DMV.
 7. Current CPI certificate, if applicable.
 8. 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, department offices, student homes, other designated school areas, etc.

Work Environment

Strength

Sedentary/medium - exert force up to 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, a Video Display Terminal (VDT) screen, 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

CCSD/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, 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: 10/20/23
- Created: 11/26/12