

Autism Family Support and Intensive Behavior Technician II

Position Details

Class Code: 4234

Job Family: Paraprofessionals/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 51 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. Provides instruction, behavior reduction strategies, and training based on Applied Behavior Analysis (ABA) principles to students, Clark County School District (CCSD) staff, and families in home, community, and school settings under the direction of licensed staff. Facilitates staff communication, manages and distributes student data, and ensures all staff have the necessary support, training, and materials to help students reach their full potential. May be assigned to Pre-Kindergarten through high school autism classrooms and assists with intensive support and hands-on professional learning (PL).

Essential Duties and Responsibilities

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

1. Trains CCSD employees in the use of instructional materials, techniques, and equipment.
2. Makes training program recommendations to department administrators.
3. Provides staff development on behavioral and skill acquisition strategies.

4. Regularly provides constructive feedback to staff regarding ABA and implementation and professional skills.
 5. Attends required trainings to learn and refine behavioral intervention skills and techniques, including ABA.
 6. Conducts classroom observations, collects data, and reports findings to licensed staff.
 7. Provides specialized ABA services in SSD programs such as family training, intensive intervention, and school support.
 8. Plans and implements behavioral, social, and communication programming in both one-on-one and group settings.
 9. Follows ABA reduction and behavioral skill acquisition protocols.
 10. Assists licensed staff in developing and implementing specially designed PL for individual schools.
 11. Facilitates family training sessions.
 12. Collects student behavior data through direct observation and collaborates with intervention teams to make data-driven decisions.
 13. Updates and maintains data collection systems and distributes information to the intervention team, as directed.
 14. Summarizes student behavior data for licensed staff.
 15. Conducts skill acquisition and behavior reduction assessments under the supervision of licensed staff.
 16. Assists licensed staff in developing student intervention, family training, and intensive support plans.
 17. Implements toilet training protocols as directed and records related data.
 18. Maintains confidentiality of student and family information.
 19. Facilitates communication and collaboration between SSD staff, school personnel, and families.
 20. Works in multiple environments, including student homes, centralized services, and CCSD schools.
 21. May assist students with personal care and sanitary needs; may assist with monitoring, feeding, preparing, distributing, and administering special diets.
 22. May monitor students during periods in various school environments (assemblies, athletic areas/fields, bus stops, cafeterias, classrooms, field trips, playgrounds, restrooms, etc.) to maintain a safe learning environment, which may include physical interventions (e.g., jogging or running after students to prevent harm to themselves or others).
 23. Develops both specific and general program materials.
 24. Conforms to safety standards, as prescribed.
 25. Performs other tasks related to the position, as assigned.
-

Distinguishing Characteristics

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

Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of ABA methods, techniques, and procedures.
2. Ability to train personnel in instructional methods, techniques, and procedures.
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 under the supervision of licensed staff.
6. Ability to work effectively with students with autism.
7. Ability to address challenging behaviors and crisis situations with confidence and empathy.
8. Ability to present to individuals or groups.
9. Ability to interpret written and verbal instructions.
10. Ability to meet predetermined deadlines.
11. Ability to communicate clearly, both verbally and in writing.
12. Ability to accept constructive feedback and develop knowledge and skill sets accordingly.
13. Ability to manage time effectively and perform multiple tasks efficiently.
14. Ability to adhere to organizational policies and procedures and abide by the Behavior Analyst Certification Board's ethics code.
15. Ability to work with minimal supervision.
16. Ability to collaborate effectively with central office staff, school-based personnel, students, and the community.
17. Ability to implement, present, and clearly articulate autism program procedures to CCSD staff and families.
18. Ability to work flexible hours or shifts, including evenings.
19. Ability to collect, organize, and analyze student data.
20. Ability to complete specialized records.
21. Ability to multitask and prioritize effectively, including under stressful conditions.

22. Ability to work cooperatively with other employees, students, families, and the community.
 23. Ability to learn and apply school rules, regulations, and procedures.
 24. Ability to exercise sound judgment in determining when to act independently and when to refer situations to an administrator.
 25. Ability to maintain confidentiality of sensitive information.
 26. Ability to recognize and report hazards and apply safe work methods.
 27. Possess physical and mental stamina commensurate with the responsibilities of the position.
-

Position Requirements

Education, Training, and Experience

1. High school graduation or other equivalent (General Educational Development [GED], foreign equivalency, etc.).
2. Three (3) years' experience working with autistic children and their families using ABA; or,
Three (3) years' experience working with families and children with behavior disorders.
3. A 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) issued by the Department of Motor Vehicles (DMV) at time of application or Qualified Selection Pool (QSP) placement and at 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) certification 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 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 request, it must be obtained within six (6) 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. Five (5) years' experience working as a paraprofessional in a classroom setting or related position.
 2. RBT work experience.
-

Document(s) Required at Time of Application

1. High school transcript or other equivalent (GED, foreign equivalency, etc.).
 2. College transcript(s) from an accredited college or university, if applicable.
 3. Copy of passing score on the ETS ParaPro Assessment, if applicable.
 4. Copy of a valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada.
 5. Copy of current driving history (dated within six [6] months from the date printed) issued by the DMV.
 6. Safe driving record.
 7. Current CPR/AED 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.
 9. Current RBT certificate, if applicable.
 10. Documented experience working with families and children.
 11. Specific documented evidence of training and experience to satisfy qualifications.
-

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

CCSD-issued/personal vehicles, 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: 10/07/25
- Created: 05/09/22