

Autism Intervention Specialist I

Position Details

Class Code: 0140

Job Family: Paraprofessionals/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 45 on the Support Professional Salary Schedule](#)

FLSA STATUS: NON-EXEMPT

Position Summary

Under the direction of the Linking Instructional Needs and Key Supports (LINKS) Team administration, performs a variety of duties related to autism educational programming for students, staff, and parents/guardians.

Essential Duties and Responsibilities

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

1. Provides specialized services using Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT) in LINKS Team programs.
2. Implements behavioral, social, and communication programming with LINKS Team programs.
3. Applies ABA and DTT principles when working with students with autism and their families.
4. May assist in providing ABA training to Clark County School District (CCSD) staff.
5. Collects data and maintains accurate records.
6. Works in multiple environments, including student homes, centralized services, and schools throughout CCSD.
7. Participates in mandated ongoing training to learn and refine skills and techniques used in behavioral intervention, specifically ABA and DTT.
8. Models ABA and DTT to other CCSD staff.

9. May assist students with personal care and sanitary needs; may assist in feeding students by preparing, distributing, ordering, and administering snacks and special meals.
 10. 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 (jogging or running after students to prevent harm to themselves or others).
 11. Develops materials for both specific and generalized programs.
 12. Conforms to safety standards, as prescribed.
 13. 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 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 learning activities appropriate for students with autism.
3. Knowledge of basic computer software applications.
4. Ability to assist with training procedures/programs for autistic students, CCSD staff, and families.
5. Ability to interpret both written and verbal instructions.
6. Ability to work effectively with students with autism.
7. Ability to manage challenging student behavior and crisis situations.
8. Ability to assist with presentations to individuals or groups.
9. Ability to collect, organize, and analyze student data.
10. Ability to complete specialized records.
11. Ability to meet predetermined deadlines.
12. Ability to communicate clearly, both 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 or shifts, including evenings.
 18. Ability to recognize and report hazards and apply safe work methods.
 19. 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 Educational Development [GED], foreign equivalency, etc.).
2. Minimum of 150 hours documented training in ABA; or, Minimum of 48 credit hours in core subjects from an accredited college or university.

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 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.

Preferred Qualifications

1. One (1) year of experience working as a paraprofessional employee in a classroom setting.
 2. Experience working with children, preferably with autism or special needs.
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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 a valid driver's license that allows the applicant/employee to legally operate a motor vehicle in Nevada.
 4. Copy of current driving history (dated within six [6] months from the date printed) issued by the DMV.
 5. Safe driving record.
 6. Current CPI certification, if applicable.
 7. ABA training documentation, 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 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 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

CCSD-issued/personal vehicles, computers, telephones, copiers, 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: 10/07/25
- Created: 11/26/12