

Autism Family Support and Intensive Behavior Technician I

Position Details

Class Code: 4233

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 general supervision and direction of Student Services Division (SSD) administration, performs duties and interventions related to educational programs for students with autism. May be assigned to a multi-subject environment to perform general student support functions. Implements behavioral programming for students with autism, assists with behavioral assessments, provides professional learning (PL), and maintains records of student behavioral progress.

Essential Duties and Responsibilities

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

1. Provides specialized Applied Behavior Analysis (ABA) and Discrete Trial Teaching (DTT) services in SSD programs, including family training, intensive intervention, and school support.
2. Implements behavioral, social, and communication programming in both one-on-one and group settings.
3. Follows behavioral reduction and skill acquisition protocols in accordance with ABA principles.
4. Participates in the development and implementation of specially designed, hands-on PL for individual schools and students.

5. Facilitates training sessions for families and school staff.
 6. Collects data on student behaviors through direct observation and collaborates with intervention teams to make data-driven decisions.
 7. Works in multiple environments, including student homes, centralized services, and schools throughout the Clark County School District (CCSD).
 8. Assists with behavior reduction assessments and skill acquisition plans, as directed.
 9. Provides regular progress updates to the intervention team regarding behavior, social, and communication skill development.
 10. Implements toilet training protocols as directed and records related data.
 11. Maintains confidentiality of student and family information.
 12. Attends required trainings to learn and refine behavioral intervention skills and techniques, including those related to ABA.
 13. May assist students with personal care and sanitary needs; may also assist with monitoring, feeding, preparing, distributing, and administering special diets.
 14. May monitor students during assigned 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).
 15. Develops specific and general program materials.
 16. Conforms to safety standards, as prescribed.
 17. Performs other tasks related to the position, as assigned.
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Distinguishing Characteristics

Involves tasks directly associated with the implementation of SSD programs, including 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. Knowledge of age-appropriate learning activities for students with autism.
3. Knowledge of basic software applications.

4. Ability to accept constructive feedback and develop knowledge and skill sets accordingly.
 5. Effective time management and multitasking skills.
 6. Ability to adhere to organizational policies and procedures and abide by the Behavior Analyst Certification Board's ethics code.
 7. Ability to implement and clearly articulate training procedures and programs for students with autism, CCSD staff, and families.
 8. Ability to interpret written and verbal instructions.
 9. Ability to work effectively with students with autism.
 10. Ability to respond appropriately to challenging behaviors and crisis situations.
 11. Ability to model ABA strategies for CCSD staff.
 12. Ability to collect, organize, and analyze student data.
 13. Ability to complete specialized records.
 14. Ability to meet predetermined deadlines.
 15. Ability to communicate clearly, both verbally and in writing.
 16. Ability to exercise sound judgment in determining when to act independently and when to refer situations to a supervisor or administrator.
 17. Ability to multitask and prioritize effectively, even under stressful conditions.
 18. Ability to work cooperatively with central office staff, school-based personnel, students, and the community.
 19. Ability to work flexible hours or shifts, including evenings.
 20. Ability to recognize and report hazards and apply safe work methods.
 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 (General Educational Development [GED], foreign equivalency, etc.).
2. Two (2) years' experience working with children with autism and their families using ABA; or,
Two (2) years' experience working with families and children with behavioral disabilities.
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 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 Cardiopulmonary Resuscitation/Automated External Defibrillator (CPR/AED) certificate 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 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.
6. 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 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 experience working with children with autism and their families using ABA.
 2. RBT work experience.
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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 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 certification as indicated above. A copy of the front and back of the CPR/AED certificate must be uploaded into the application.
 8. Current CPI certification, if applicable.
 9. Current RBT certification, if applicable.
 10. Documented experience working with families and children.
 11. 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, 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