

STOCKTON UNIFIED SCHOOL DISTRICT

AUTISM SPECIALIST, SPECIAL EDUCATION II

DEFINITION:

Under direction of the Special Education Administrator, the Autism Specialist, Special Education II will collaborate with teachers, paraprofessionals, administrators, support staff and parents to design, implement, and evaluate appropriate positive behavioral intervention plans (BIP's) for identified students with autism and other challenging, complex behaviors; conduct assessments and develop treatment plans for students with challenging behaviors, provide staff training and consultation; will coordinate the implementation of programs and oversee/support the performance of assigned staff. He/she will act as a consultant to administration, teachers, support staff, and students in special day classes for students with autism. This individual will participate as a member of the educational team to design and supervise the implementation of classroom programs for students with autism using discrete trial and other data-driven instructional and behavioral methodologies.

EXAMPLE OF DUTIES – (Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Collaborate as a member of an educational team to assess, design, monitor, and implement positive behavioral intervention school-wide plans. **E**

Develop, implement and evaluate effective Behavioral Intervention that encompass data collection, program development, monitoring and report writing. **E**

Provide high-quality in-service programs for classroom staff, administrators, other professionals, and parents. **E**

Provide consultation for teachers, paraprofessionals, administrators and parents. **E**

Assess various skill domains such as communication, self-help, play, social, cognitive, and behavioral repertoires to determine strengths and deficit areas. **E**

Serve as a resource to teachers, paraprofessionals, administrators, other professionals, and parents. **E**

Develop effective working relationships with students, teachers, paraprofessionals, administrators, other professionals, and parents. **E**

Implement various communication systems and appropriate methodologies, including Applied Behavior Analysis theories and techniques; adapt curriculum plans to meet individual student needs. **E**

Communicate effectively with staff, administrators, outside agencies and parents to coordinate activities, exchange information, and resolve issues. **E**

Prepare, maintain and analyze a variety of comprehensive reports, records, and files related to assigned activities and personnel. **E**

Share and demonstrate knowledge of behavioral analysis, positive discipline techniques, and effective practices with parents and school personnel. Interpret, apply, and explain applicable laws, codes, regulations, policies and procedures related to assigned activities. **E**

Provide oversight to the instructional program for students in the Autism Special Day Classes. **E**

Monitor student program progression. **E**

Design and monitor early intervention programs for students with autism. **E**

Conduct Functional Behavioral Assessments as needed. **E**

Develop Behavior Support and Behavior Intervention Plans. **E**

Provide behavioral services as listed on a student's Individual Education Plan. **E**

Assist in the supervision of support staff (paraprofessionals) within the Autism Program. **E**

Coordinate and direct work for support staff (paraprofessionals). **E**

Assist to develop and support students into new educational placements. **E**

Attend and conduct a variety of meetings related to assignment. **E**

Maintain regular and prompt attendance in the workplace. **E**

Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Research-based positive behavioral intervention methodologies and techniques.
- Theory and techniques of Applied Behavior Analysis.
- Operation of a variety of office equipment including a computer and assigned software.
- Oral and written communication skills.
- Principles and practices of effective staff development for adults.
- Applicable laws, codes, regulations, policies, and procedures.
- Social, behavioral, and academic needs of students with autism.
- Individuals with Disabilities Act and the IEP process.
- Developmental disabilities and handicapping conditions.
- Typical and atypical child development.
- Current educational resources, program evaluation, and program effectiveness.

Ability to:

- Effectively communicate and maintain cooperative relationships with those contacted during the course of work.

- Utilize interpersonal skills using tact, patience, courtesy, and respect.
- Develop, implement and evaluate effective behavioral intervention management plans that encompass data collection, program development, monitoring and report writing.
- Coordinate programs and services.
- Assess student skill areas and behavioral challenges.
- Understand and relate to students with exceptional needs.
- Share and demonstrate knowledge of behavioral analysis, positive discipline techniques and effective practices.
- Plan and implement quality in-service programs for adults.
- Prepare and maintain a variety of comprehensive reports, records, and files.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective relationships with others.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Interpret, apply, and explain applicable laws, codes, regulations, policies, and procedures.
- Operate a variety of office equipment including computer and assigned software.

Education and Experience:

Master's Degree and/or equivalent experience in applied Behavioral Sciences, Psychology, Social Work, Sociology, Education, Speech-Language Pathology or mental health related fields; possession of current Board Certified Behavior Analyst (BCBA) certification; possession of a valid California credential authorizing services in one of the following areas: School Counseling, School Psychology, Speech-Language Pathology, Mild/Moderate Disabilities or Moderate/Severe Disabilities with an autism authorization; a minimum of three (3) years successful experience in the assessment, planning, and implementation of positive behavioral interventions for individuals and groups; as well as experience presenting staff development workshops to adults.

License, Certificates and Other Requirements:

Must possess a valid California Driver's License and evidence of insurance. Possession of valid First Aid and CPR certificate is required.

WORKING CONDITIONS

ENVIRONMENT:

- Office, classroom and school environments.
- Driving a vehicle to conduct work.

HAZARDS

- Contact with dissatisfied or abusive individuals.

PHYSICAL DEMANDS:

Employees in this position must have/be able to:

- Enter data into a computer terminal and operate standard office equipment.
- Dexterity of hands and fingers to operate a computer keyboard
- Sit and stand for extended periods of time.

- See and read a computer screen and printed matter with or without vision aids, and to observe students.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Speak so that others may understand at normal levels and on the telephone.
- Lift and/or carry up to 25 lbs. at waist height for short distances.
- Reach overhead, above the shoulders and horizontally, grasp, push, pull.
- Bending at waist, kneeling, or crouching to reach materials and work with students.
- Perform Managing Assaultive Behavior (MAB) protocols.

Salary Placement

Stockton Pupil Personnel Association (SPPA)

193 Work Days

Board Approved: 8/12/14

Revised: 10/14/14