AUTISM SPECIALIST
STANDARD POSITION DESCRIPTION

Classification: Certificated  Location: Assigned School(s)

Reports to: Assistant Superintendent for  FLSA Status: Exempt
Student/Staff Support or Designee

Bargaining Unit: NTEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. The Autism Specialist assigned to this position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The Autism Specialist will work within Student Support Services with a special focus on the needs of students with Autism Spectrum Disorders (ASDs) who may or may not be qualified for special education. This individual will collaborate with school administrators, counselors and psychologists as well as members of Groups of Qualified Professionals and Student Study Teams at individual buildings to provide support to students, school staff and parents in the development of an instructional and/or behavioral intervention program for individual students that will promote a positive school climate and a successful learning environment.

The District represents a diverse community with a population of approximately 40% students with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District’s diverse populations.

Part II: Supervision and Controls over the Work:

The employee works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities (depending on specific assignment-duties and responsibilities listed may include, but are not limited to the following):

- Provides instructional methodology and behavioral support and training to teachers, children and staff. Responsible for the delivery of a structured environment that includes the use of diverse evidence-based strategies for the support of students with ASDs.
• Plans and supports implementation of the essential components of an instructional program for students with ASDs to include: early intervention, predictability and structure, functional analysis of behaviors, development of behavior intervention plans and systematic data monitoring.
• Provides support for the development of individualized student and family-centered educational plans in collaboration with school teams and district administrators.
• Works as a member of the district’s Special Education Leadership Team and with members of school teams to assess student needs, determine appropriate interventions, set up appropriate progress monitoring plans, analyze student data and complete Functional Behavioral Assessments with Behavior Intervention Plans in order to provide appropriate behavioral supports for students.
• Trains and coaches staff in instructional strategies around executive functioning and social cognitive deficits consistent with a diagnosis of ASD.
• Trains and coaches staff in appropriate use of visual supports and environmental modifications to meet the educational needs of students with ASDs.
• Assists in the implementation of individualized transition plans to ensure that students receive skills necessary for successful full-time re-entry in general education classrooms and for transition to district middle or high schools.
• Provides crisis response and management for students who are experiencing significant behavioral and emotional challenges.
• Keeps appropriate records and inform administration and staff of student or family contacts.
• Training and supervision of Behavior Associates and/or Paraeducators as directed by Special Education Administrators.
• Required to follow Board policies and stay abreast of updates and changes.
• Performs other duties as assigned.

Part IV: Minimum Qualifications:

• A minimum of three years of successful experience as a special education teacher or school psychologist in planning and delivering instructional and behavioral interventions for school-based youth with ASDs.
• Documented successful experience working in a variety of instructional settings with special education populations in one-on-one settings in addition to small and large group instruction.
• Valid Washington Teaching Certificate with P-3 and/or K-12 Special Education endorsement and/or ESA as a school psychologist.
• Bachelor’s degree in Special Education or a related field.
• Ability to conduct a Functional Behavioral Assessment and develop a Behavioral Intervention Plan that is instructionally focused and considerate of common characteristics of students with ASDs as well as being sufficiently individualized.
• Must have a valid Washington State driver's license and automobile for on the job use.

Part V: Desired Qualifications:

• Master’s degree in Special Education or a related field.
• Board Certified Behavior Analyst Certification
• Knowledge of and experience in evidence-based strategies for working with students with ASDs
• Experience in setting up and using data monitoring systems for student outcomes related to social skills progress
• Experience in coaching school-based staff in behavioral strategies.
• Experience in providing professional development to teachers and other school staff.
• Documented competence in working with students with ASDs in a school setting.
• Demonstrated knowledge of current strategies in the field of Autism with school aged children and youth.
• Demonstrated ability to use conflict resolution and crisis intervention skills.
• Knowledge of current special education program state and federal regulations.
• Demonstrated ability to relate in a positive way with students, staff, parents and the community.
• Demonstrated ability to plan, organize, facilitate and implement meaningful professional development activities.
• Ability to communicate orally and in writing with clarity.
• Ability to work cooperatively with staff, administrators and support personnel in a team approach to solving individual student behavior problems.
• Ability to maintain high ethical standards throughout all duties.
• Ability to maintain confidentiality.
• Demonstrated sensitivity to ethnic, cultural and religious diversity of students, staff, parents and community.
• Bilingual skills.
• Ability to support and value the efforts of ongoing cultural community projects and events.
• Must model and maintain exemplary punctuality and attendance.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, move about, hear and speak.

The employee must routinely lift and carry materials weighing up to 50 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The noise level in the work environment is usually moderate but can be loud on occasion.

The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels, may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee may be required to travel in school owned or leased vehicles while supervising and assisting students.