

AUTISM SPECIALIST – SPEECH AND LANGUAGE EMPHASIS**DEFINITION:**

Under direction of the Director of Special Education and in coordination with school level administration and staff at assigned schools, to provide direct and indirect instruction, collaboration, consultation and training in methodology and curriculum accommodations/modifications designed for students with Autism Spectrum Disorder in the District who may be full or partially included in a general education classroom and/or in special education Special Day Class or Resource Specialist Program.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Collaborate with regular education teachers, Special Day Class, Speech and Language Pathologist and Resource Specialist Program teachers and other school staff who serve students with Autism Spectrum Disorder.
- Collaborate, support, and take direction from the building principal at the school.
- Conduct continued re-evaluation of curriculum content, and the appropriateness and techniques of instruction of students with Autism Spectrum Disorder.
- Provide demonstration of assessment methods, including alternative assessment methods that are reasonable and fair in evaluations of students with autism.
- Maintain appropriate records of technical data related to program efficacy of students with Autism Spectrum Disorder and maintain a calendar and schedule.
- Demonstrate innovative, creative techniques of instruction for students with Autism Spectrum Disorder; promote classroom structure and behavior management techniques appropriate for students with Autism Spectrum Disorder.
- Promote appropriate curricular modifications and content subject matter presentation and methodology for students with Autism Spectrum Disorder.
- Assist in the training of specific methodologies on an as-needed basis with an emphasis on Speech and Language.
- Develop ABA and other autism related procedures/programs/clinics, including “classroom support, instructional aide” training in classroom, training and supervision of IBI aides and other aides; parent-training workshops, Support for Structured Teaching Classrooms, Functional life skills program, etc. Consult with parents of students with Autism Spectrum Disorder to promote a consistency of program between school and home.
- Function as a member of the school based IEP team, do program planning, and attend IEP meetings.
- Support the school case manager and offer assistance with escorted observations.
- Schedule and facilitate monthly team meetings and parent training sessions, when needed.
- Assist in planning the transitioning of students with Autism Spectrum Disorder from preschool to elementary school to intermediate school to high school programs to transition programs.
- Provide support and coordination for Home Programs of students with Autism Spectrum Disorder, including coordinating with staff, parent and other agencies.

QUALIFICATIONS:

Knowledge of:

All areas of instruction with a particular knowledge of Autism Spectrum Disorder, Federal and State laws regarding special education, compliance issues conducted by Federal, State and local agencies; effective programs, resources and training for teachers of individuals with exceptional needs.

Ability to:

Demonstrate proficiency in presentation and communication of subject matter appropriate to the academics and understanding level of the students. Be sensitive to student behavior and demeanor for students, their parents and the school personnel who serve them. Communicate effectively with all students, staff, parents, and others.

Experience:

Minimum of three years of advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in Autism Spectrum Disorders.

Education:

Bachelor's degree from an accredited college or university; Master's degree required.
Board Certified Behavior Analyst preferred.
Autism Specialist Speech Pathologist holds a valid clinical rehabilitative services credential and teaching experience preferred.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stopping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Valid California special education credential or other appropriate credential. Possession of a valid California Driver's License, is required.

Board Approved: January 15, 2002

Revised: June 14, 2005

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