

**AUTISM SPECIALIST – PSYCHOLOGIST 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 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 and Resource Specialist Program teachers and other school staff who serve students with Autism Spectrum Disorder.
- 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, including Intensive Behavior Instruction, Pivotal Response Training, Structured Teaching, Picture Exchange Communication System, Floor Time activities, Social Skills training and Social Story usage.
- Develop IBI and other autism related procedures/programs/clinics, including “shadow 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.
- 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.
- Assist in the development and monitoring of individual education plans for students with Autism Spectrum Disorder.
- May pursue evaluation and research activities to determine the effectiveness of the school service program.
- Participate in parent conferences, pupil evaluation reviews, and provide pupil profiles indicating strengths and weaknesses.
- Support the school case manager and offer assistance with escorted observations.
- Schedule and facilitate monthly team meetings and parent training sessions, when needed.

**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:

Equivalent to the completion of an earned Master's Degree or higher in psychology.  
Board Certified Behavior Analyst 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:

Pupil Services Credential authorizing service in School Psychology or possession of a valid California credential authorizing service as a School Psychologist. Possession of a valid California Driver's License, if required.

Board Approved: June 9, 2009