

Job Title: Special Education Autism & Behavior Specialist
Department: Special Education
Reports To: Special Education Director &
Assigned Special Education Coordinator II
FLSA Status: Exempt
Salary Schedule: ES lane 05



SUMMARY

The Special Education Autism Behavior Specialist provides direct technical assistance, training, and support in the area of positive behavior supports, intensive behavioral interventions, and applied behavior analysis, to students with autism and significant/severe disabilities. The Specialist provides oversees and/or directs behavior interventions as specified in an Individualized Education Program (IEP), designed to meet the unique needs of students with autism and help prepare them for further education, employment, and independent living.

ESSENTIAL DUTIES AND RESPONSIBILITIES *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Participates on District Special Education Behavior Team, District Utah Assistive Technology Team, and Emergency Safety Interventions Committee (guides: problem-solving, development of positive behavior supports, and the alternative behavioral placements of students).

Oversees special classes (elementary and secondary) in WCSD that provides targeted behavior and sensory services for students on an IEP.

Facilitates and/or provides training to certified and classified special education staff on Applied Behavior Analysis, Data Collection of Behavior Interventions, and in meeting the educational needs of students with autism.

Works in collaboration with school special education teams on the development and implementation of specially designed instruction for students who require services in the area of applied behavior analysis.

As assigned, attends state and district meetings and participates on the WCSD Special Education Leadership Team. As assigned, attends meetings as district representative for IEP/Eligibility meetings involving the Disability Law Center and/or other parent advocates, LRBI, and for Manifestation Determinations.

Ensures compliance to local, state and federal special education policies, procedures and laws and ensure students are educated in the Least Restrictive Environment in the appropriate Continuum of Alternative Placements available to students with disabilities in the WCSD.

SUPERVISORY RESPONSIBILITIES

This job has supervisory responsibilities over the mental health program services and aggressive behavior support services especially to students with significant/severe disabilities. If applicable, supervises registered behavior technicians (RBTs) as a BCBA.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Must possess a strong background in behavior, mental health, and special education services. Must understand the behavioral characteristics typically associated with Autism, Behavior Disorders, Conduct Disorder, Oppositional Defiant Disorder, Intellectual Disabilities, etc.

Demonstrates a strong foundation in Applied Behavior Analysis (ABA) and in Positive Behavior Interventions and Supports (PBIS). Demonstrates ability to train and coach in these techniques.

Understands special education regulations including FAPE, LRE and Least Restrictive Behavioral Intervention guidelines.

Possesses excellent interpersonal skills and the ability to handle emotionally charged situations.

Ability to read, write, and communicate effectively in English with administrators, teachers, parents, and professionals, at a level required for successful job performance. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from management, public groups, and/or the WCSD School Board.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

Master's Degree in Education, Special Education, Mental Health and/or School Psychology is required. A minimum of 5 years' experience in a setting where direct services were provided to students (ages 5 – 21) with autism.

CERTIFICATES, LICENSES, REGISTRATIONS

A valid Utah Level 2 Special Education K-12 License, School Psychologist License, School Social Worker License, or an equivalent license issued by USBE is required. Must have a Board Certified Behavior Analyst (BCBA) license as recognized by the State of Utah or be issued the license within 1 year of hire date.

Must have and maintain an active Utah Driver's License. Must complete Utah Risk Management Defensive Driver training every two years. (Utah Code R31-1)

PHYSICAL DEMANDS *The physical demands 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 regularly required to use hands to handle, or feel, and talk or hear. The employee frequently is required to stand, walk, and reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing 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 occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

Prepared By: Special Education Director			Date: 02/12/2019
Approved By: Assistant Director, Human Resources			Date: 03/01/2019
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EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	