

SALEM-KEIZER PUBLIC SCHOOLS JOB DESCRIPTION

10/14	<u>AUTISM SPECTRUM DISORDER</u> <u>CONSULTANT</u>	1.6.18A
Effective Date	Job Title	Index

Primary Function:

Assists with the evaluation, assessment, instruction, and curriculum modifications using research-based/evidence-based practice for students with Autism Spectrum Disorder (ASD). Supports school teams, families, and other support staff through consultation, technical assistance, modeling of best practice instructional techniques, and workshops.

Supervised By:

Director of Student Services (or assigned designee)

Essential Functions:

Education and Training of Staff and Parents

- E-1 Through formal and informal training and consultation, provide information regarding areas of impact for students with Autism Spectrum Disorder. This includes strengths and challenges in the areas of communication, social skills, behavior, sensory needs, learning style, classroom structure, and curriculum presentation.
- E-2 Through formal and informal training and consultation, provide teaching strategies for staff who work with students with Autism Spectrum Disorder. This includes providing observations and feedback, as well as specific teaching strategies.
- E-3 Provide in depth observation of students to assess the physical environments, peer interactions, staff abilities, and what accommodations and strategies are being or may be implemented.
- E-4 Create, provide and teach the use of visual supports. For example: schedules, social narratives, positive reinforcement systems, cue cards, communication systems, etc.
- E-5 Provide resources and support to staff relating to all core areas of academics including Social Skills Groups and/or curriculum for students, taking in to consideration social/communication expectations across age and developmental levels.
- E-6 Provide parent consultation for students in conjunction with and without contracted behavior consultants.
- E-7 Participate in the eligibility/IEP process:
 - i. Attend IEP meetings for students on my caseload
 - ii. Assist in writing IEP goals
 - iii. Attend preplanning meetings for third year reevaluations (as appropriate)
 - iv. Provide observation and written summaries for third year reevaluations
 - v. Conduct File Reviews
- E-8 Provide assistance in writing and monitoring Behavior Plans, Safety Plans, and Bus Plans.

- E-9 Attend team meetings which include meetings with the program supervisor, core team meetings, classroom staffing meetings and meetings with contracted behavior consultants.
- E-10 Maintain student contact logs.
- E-11 Maintain communication with appropriate school personnel, students, and families.
- E-12 Train and support specific academic/behavioral/communication systems.
- E-13 Provide training and materials for implementing data systems.
- E-14 Be adept at identifying adult learning styles and modifying strategies to meet specific needs.

Clerical Duties

- E-15 Maintain daily appointment calendar at the front desk and on the electronic calendar.
- E-16 Provide mileage to clerical staff.

Additional Functions

- A-01 Performs other duties as assigned.

Minimum Qualifications:

- a. Education/Licensure
 - i. Master's Degree or equivalent training in Special Education with SpEd Endorsement
 - ii. Oregon Teaching License valid for the assignment, OR
 - iii. Oregon Speech/Language Pathologist License
- b. Valid Oregon Driver's License
- c. Five years of successful teaching in the field of Special Education
- d. Knowledge of Individuals with Disabilities Education Act (IDEA)
- e. Knowledge of Oregon Administrative Rules (OARS) for Special Education
- f. Skills in leadership, organization, and communication
- g. Knowledge of district special education programs
- h. Ability to use current technology to fulfill job requirements
- i. Knowledge of teaching strategies, curriculum, and program materials
- j. Use of interpersonal, collaborative and consultation skills with a variety of groups and individuals
- k. Use of confidentiality practices regarding student information

Work Environment:

Subject to inside and outside environmental conditions with routine exposure to the weather including seasonal heat and cold. Subject to frequent loud noises in the environment.

Physical Requirements:

Hearing and speaking to exchange information; seeing to perform assigned duties; sitting, standing and walking for extended periods of time; dexterity of hands and fingers to operate equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and materials, and lifting light objects.

Strength: Sedentary/Medium – Exert force to 10-25 lbs. frequently, and up to 10 lbs. constantly or a negligible amount of force frequently to lift, carry, push, pull or move objects. May be

required to restrain a student using moderate strength (20-50 pounds push or pull) and MANDT techniques. Intermittent bending, twisting, squatting kneeling, crawling, climbing stairs, reaching. On feet throughout the day. Work effectively in an environment which can be both physically and emotionally fatiguing.

Work with students who may exhibit aggressive assaultive behavior, as required of specific job assignment.

Minimum Term of Employment:

Dependent on the employee's status and the terms of the current licensed employee collective bargaining agreement.

Salary Level:

Placement on the current Salem-Keizer Public Schools licensed employee salary schedule.

Evaluation:

Performance of this position will be evaluated according to the District's process for evaluation of licensed personnel.

I am willing and able to perform the duties of this position as described in this job description:

Signature: _____

Date _____

Print Name: _____