

Central School District 13J

Autism Spectrum Disorder Consultant/Specialist (1989)

JOB POSTING

Job Details

Posting ID

1989

Title

Autism Spectrum Disorder Consultant/Specialist

Description

- **Assignment, Location, and schedule worked are subject to change based on program/staffing needs.**

AUTISM SPECTRUM DISORDER CONSULTANT/SPECIALIST

Purpose Statement: The job of Program Assistant: Autism Spectrum Disorder Consultants 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 members through consultation, technical assistance, modeling of best practice instructional techniques, and workshops.

Essential Functions

- Collaborates with school and district employees, and educational partners to ensure that the vision of equity for every student is achieved, with high expectations and quality instruction
- Conducts observation of students to assess physical environments, peer interactions, staff member training needs, and instruction, accommodations and strategies
- Provides resources and support to staff relating to all core areas of academics including Social Skills Groups and/or curriculum for students
- Conducts evaluations/assessments for eligibility, program planning, and identification of the function of behavior with children as a member of the team
- Provides formal and informal assessment of developmental abilities for students, explains results in a clear manner, and makes useful recommendations based on student needs
- Participates in the evaluation determination, eligibility, and other Section 504 and IEP process meetings and activities
- Provides assistance in using data to write and monitor Behavior Plans, Safety Plans, and Bus Plan, and IEP goals
- Conducts evaluations and participate with local multi-disciplinary teams to determine eligibility for special education services
- Provides consultation to staff, community partners, district staff, and parents regarding typical and atypical developmental, disability-specific characteristics, and other student needs.
- Provides direct service to students according to their IEPs in the area of social skills, behavior management, and self-help/self-advocacy skills.
- Works cooperatively with school staff, families, and students to plan, implement, and monitor individualized programs to meet student learning and self-sufficiency needs
- Participates in district and regional ASD consultant activities to promote high-quality services, state-of-the-art instructional strategies and regionwide consistency for students and districts
- Reviews new research and emerging strategies in order to guide district staff
- Prepares organizes and maintains confidential files and student records in accordance with district, state and federal policies and guidelines
- Provides training, coaching, and consultation for staff members who work with students with Autism Spectrum Disorder (e.g., data collection and analysis, observations, specific evidence-based social, academic, and behavioral teaching strategies and communication systems (g., antecedent-based interventions, pre-correction, prompting, offering choices, consequence-based interventions (e.g, reinforcement, extinction, differential reinforcement, response interruption/redirection), discrete trial training (DTT), task analysis, functional communication training (e.g., PECS, speech-generating devices), using visual supports (e.g., activity schedules, social narratives, video modeling), using

- structured work systems, engaging in physical prompting and/or physically assisting students, and pivotal response training)
- Participates in school and district team meetings
- Shares knowledge of Individuals with Disabilities Education Act (IDEA) and Oregon Administrative Rules (OARS) for Special Education with families and staff members

Other Functions

Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; conducting applying assessment instruments; planning and managing instruction and projects; preparing and maintaining accurate records and reports; operating equipment used in education and using pertinent software applications.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speech persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes developmental milestones; developmental/age-appropriate activities; evidence-based instructional methodologies; behavioral analysis; positive behavior management techniques; command of the professional language in writing and speaking; equipment, materials, and technology utilized for teaching and intervention; federal, state, and local policies, procedures, and practices; health standards and hazards; principles of developing relationships with people from varying backgrounds, languages and cultures; communication; social skills; sensory needs development; second language learning and acquisition, state and federal laws; effective evidenced-based intervention techniques, augmentative communication/assistive technology, social communication intervention.

ABILITY is required to read and comprehend complex technical language and to relate that information into family-friendly language; conduct, interrupt and report student evaluations; present information in individual and small group situations to families, employees, and students; maintain student and family confidentiality in all communications; collaborative with families, school, district, and community partners; establish and maintain effective working relationships; independent problem-solving is required to analyze issues and create action plans; work with and analyze data of widely varied types and/or purposes; problem-solving with data. Ability to adapt to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; setting priorities; working as part of a team; work with frequent interruptions; train/coach/consult on evidence-based instructional and support strategies for students experiencing Autism Spectrum Disorder; creating an environment conducive to learning; work with a significant diversity of individuals and/or groups; work with students who may exhibit aggressive assaultive behavior; interpret and comply with laws, rules, policies, and trends regarding education and instruction.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment

Experience

Minimum of 3 years experience with assessment, IEP development, evidence-based practices, and program development and implementation for students with Autism Spectrum Disorder

Education/Licensure

Master's Degree or equivalent training in Special Education
Oregon Teaching License valid for the assignment, OR

Shift Type
Salary Code

Full Time
Annual

Salary Range
Job Category

\$50,311.00 to \$90,278.00
Specialist

External Job
Application
Location
Minimum
Qualifications
Screening

Teacher Application
District Office

Internal Job
Application
Posting Status

Internal Application
Active

Job Application Timeframes

Internal Start Date **03/10/2023**
Internal End Date

General Start Date **03/10/2023**
General End Date

Job Pools

Pool Name
Default

Quantity
1

Requisition ID
1972

Requisition Title
**Autism
Consultant/Specialist**

Alternate Job Contact

Name **Monica Rodriguez**
Location **District Office**
Email **mrodriguez1@central.k12.or.us**

Title
Phone **Student Services
503-606-2261**

References

Automatically Send
Reference Check **Yes**

Reference Check
Form **Licensed Survey**