

**POSITION DESCRIPTION
COLCHESTER SCHOOL DISTRICT**

POSITION TITLE: Autism Interventionist

GENERAL DESCRIPTION: The Autism Interventionist will take a lead in the development, implementation and revision for highly detailed special education program for at least one student on the Autism Spectrum. In doing so, they work in partnership with teachers, special educators and staff to provide unique special education programs. These staff members are expected to function independently, after training and under supervision, to implement these unique programs.

WAGE CATEGORY: Grade 6. Non-Exempt (hourly)

TERMS OF EMPLOYMENT: Per School Board and Support Staff Agreement if position exceeds 20 hours per week, otherwise, per current Non-Union Support Staff Handbook.

REPORTS TO: Building Principal or Designee

EVALUATION: Performance in this position will be evaluated annually, in person and in writing, by the Building Principal/Designee in consultation with classroom teachers, other instructional support service teachers, coordinators and/or administrators.

QUALIFICATIONS:

- ✓ Bachelor's Degree in education and/or equivalent coursework in Autism Spectrum Disorders preferred.
- ✓ Excellent interpersonal and collaborative problem solving skills.
- ✓ Successful prior experience working with students with Autism Spectrum Disorders and adapting curriculum content to learner needs.
- ✓ Knowledge of best practices in teaching and learning and the ability to apply these practices.
- ✓ Ability to plan student lessons and work independently with individuals and groups.
- ✓ Commitment to the District's Vision Plan.

PERFORMANCE RESPONSIBILITIES:

- ✓ Provides direct instruction to eligible students in a respectful and supportive manner as students participate in assigned classroom, school and alternative learning settings
- ✓ Demonstrates good interpersonal and communication skills with students, community members, parents, guardians, staff and supervisors
- ✓ Demonstrates and adhere to district policies and procedures
- ✓ Maintains confidentiality of student information and records
- ✓ Attends and participate in assigned IEP, EST or EPT meetings in a positive, constructive, collaborative manner
- ✓ Discusses all matters related to students, parents and staff with direct supervisor
- ✓ Participates in training to meet student(s) individual educational needs
- ✓ Offers assistance to classroom teachers, special educators, assistants/tutors and other staff members as time and conditions warrant
- ✓ Implements behavior programs as directed
- ✓ Assists students who receive occupational and/or physical therapy
- ✓ Provides assistance to students as required in areas of physical need, field trips, assemblies and other such functions during hours of school operation.
- ✓ Completes assigned duties as per IEP needs/goals (IE: lunchroom, recess, and or bus) assigned by supervisor or principal

- ✓ Applies knowledge of learning and child development theories
- ✓ Participates, as an active member and positive partner, in the planning of instruction and lessons
- ✓ Independently leads instructional activities in any setting as detailed by lesson plans
- ✓ Uses good communication, interpersonal, and instructional skills to independently address and resolve student learning and behavior issues
- ✓ Independently problem solves and resolves student instructional and behavior challenges
- ✓ Assists in the planning, manage the service delivery and provide direct instruction for detailed, ongoing, behavior and /or language based instructional programs. (e.g. DTL, Picture Exchange Program, signing program, Behavior Plans dealing with student aggression against self/others, ASD learning plans, or approved by the Director of Student Support Services) for at least on student as a full-time responsibility
- ✓ Implements all aspects of services and instruction to meet student needs as outlined above. A. As direct by the Special Education Case Manager
- ✓ Perform all other duties, as assigned by supervisor or principal

WORKING CONDITIONS

- ✓ Noise level in work environment is quiet to moderate
- ✓ Occasionally exposed to outside weather conditions

PHYSICAL DEMANDS

- ✓ Frequently required to stand, walk and sit
- ✓ Regularly required to see, talk and hear
- ✓ Regularly required to use hands to finger, handle or feel
- ✓ Regularly required to handle stressful situations and resolve conflicts
- ✓ Occasionally required to reach with hands and arms, climb steps; stoop, kneel or crouch
- ✓ Occasionally lift, carry, move and/or restrain school aged students
- ✓ Occasionally required to drive

Date Revised: May 31, 2007

Date Board Approved: June 5, 2007