

## CAPISTRANO UNIFIED SCHOOL DISTRICT

### RESOURCE TEACHER - AUTISM

#### DEFINITION

Provide consultation and support for school site teams who have students with autism in general and special education classrooms. Collaborate with IEP teams and assist in the development of goals and objectives based on observation, assessment data and parent input. Ensure effective programming for students with autism by observing, analyzing data and modifying curriculum and instructional strategies on an ongoing basis. Coordinate programs utilizing the Intensive Behavioral Instruction Program (IBI) for students in a variety of settings: the IBI Center, regular and special education classes, before/after school programs and home programs. Perform related duties as assigned.

#### EXAMPLES OF DUTIES

- Conduct ongoing training for regular and special education teachers, IBI tutors, and Independence facilitators regarding best practices for educating students with autism.
- Assist general education teachers, special education support staff and school site teams with developing daily reports, behavioral schedules, social skills and curriculum for special needs students in general and special education classrooms.
- Model teaching strategies and techniques for regular and special education teachers and support staff for students with autism.
- Provide consultation and support for parents of students with autism in general and special education classroom and help to facilitate positive collaboration between parents and school site teams.
- Confer frequently with district special education support staff and administrators to provide needed services regarding best practices for educating students with autism.
- Attend IEP's, staffings, and student progress meetings of students with autism.
- Conduct student progress meetings with parents, IBI tutors, and IEP team members.
- Provide ongoing training to IBI/support staff in Applied Behavior Analysis and various methodologies.
- Inform staff of current trends/research in Autism Spectrum and Related Disorders.
- Provide parents with information regarding the nature of Autism and strategies for skill generalization into the home and community.
- Present an ongoing series of trainings regarding Autism Spectrum and Related Disorders on a district-wide basis.

## RESOURCE TEACHER – AUTISM

Page 2

### **Knowledge of:**

Child growth and development; educational expectations based on the California Content Standards; theories of Applied Behavior Analysis; characteristics of Autism Spectrum and Related Disorders; current research regarding methodologies, interventions and treatment; behavior management strategies and techniques relating to pupils who experience atypical control problems; a variety of methods of data collection and data analysis; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and district CORE curriculum; human relationships, conflict resolution strategies; and team building methods and techniques.

### **QUALIFICATIONS**

#### **Ability to:**

Plan, organize, and coordinate programs at all grade/age levels throughout the district; supervise in the development of strategies for curriculum modifications; develop and present training for teachers and independence facilitators in best practices regarding autism; evaluate and analyze complex problems, issues, and concerns, and recommend appropriate alternative solutions; communicate effectively in oral and written form to a variety of audiences; establish and maintain cooperative organizational, public, and educational community relationships. Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs; appropriately manage student behavior and guide students toward more acceptable social behaviors; utilize a variety of instructional materials and procedures to enhance a positive educational environment for students with autism; appreciate human diversity; establish and maintain cooperative working relationships with children and adults; comply with the District's customer service standards, as outlined in Board Policy.

#### **Education:**

A valid special education teaching credential with a Master's degree in Applied Behavior Analysis or a related field; psychology, special education; counseling and/or social work. Training in a variety of methodologies related to working with students with Autism. CPR/First Aide certification.

#### **Experience:**

Two years of successful classroom teaching experience with individuals with autism is desirable.

5/04