

## CAPISTRANO UNIFIED SCHOOL DISTRICT

### **TEACHER – SPECIAL EDUCATION SPECIAL DAY CLASS - Autism**

#### **DEFINITION**

Under direction, provides services to students with exceptional needs whose Individualized Education Program (s) state their instructional day shall be in a designated special education program for more than 50% of the instructional day. The teacher will plan, implement, and evaluate instructional activities for individual students.

#### **EXAMPLES OF DUTIES**

- Teach and instruct the content core curriculum utilizing the State Framework, the state adopted standards for special education and the District curriculum adopted by the Board of Trustees.
- Assess ability and provide each exceptional student with a program that will enable him/her to reach his/her fullest physical, emotional, psychological, educational and behavioral potential.
- Prepare a planned program utilizing individual or small group instruction to adapt the curriculum to the needs of each student.
- Work cooperatively with classroom teachers who have special education students in general education classes, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student core curriculum instructional needs.
- Serve as a member of the Individualized Education Program Team and assist in the development of Individualized Education Program(s) for students with Autism Spectrum and related disorders.
- Confer frequently with district special education support personnel to provide needed services regarding the educational, social and personal concerns of students with autism.
- Provide consultation services to students, parents, teachers or other school personnel as appropriate regarding best practices for educating students with autism.
- Maintain professional competence through participation in in-service education activities provided by the District and in voluntary self-growth.
- Keep attendance records and all other records pertinent to the special education program for state reports and program accountability.
- Maintain appropriate standards of pupil behavior, using Applied Behavior Analysis, including positive reinforcement and behavior shaping procedures for students with autism.
- Counsel, confer with, and communicate with parents, school, and District personnel regarding pupil progress, and in the interpretation of the educational program.
- Plan and coordinate the work of assigned instructional aides and other paraprofessionals.

- Provide parents with information regarding the nature of Autism and strategies for skill generalization into the home and community.

## **QUALIFICATIONS**

### **Knowledge of:**

Principles, practices, theories, methods, educational trends, techniques and strategies pertaining to teaching and instructing students with autism; academic, social, and behavioral characteristics; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and district CORE curriculum; program evaluation strategies; Applied Behavior Analysis and behavior shaping strategies, techniques and methods; conflict resolution strategies and procedures; social-economic and cultural background differences of the school population; and team building methods and techniques.

### **Ability to:**

Plan, organize, develop and conduct a comprehensive teaching and instructional program for special needs students; provide appropriate and effective learning experiences for pupils from a wide range of socio-economic levels and cultural backgrounds; effectively assess the instructional and educational needs of pupils, and design, develop, and implement sound instructional and educational programs; provide a motivating and stimulating learning environment; communicate effectively in oral and written form to a variety of audiences; establish and maintain effective organization, community, and public relationships; comply with the District's customer service standards, as outlined in Board Policy.

### **Education:**

Current California teaching credential for individuals with exceptional needs. Bachelor's degree, including all courses needed to meet credential requirements. Course work in the psychological characteristics of exceptional children and differentiated instruction techniques in the basic skills subject area is desirable. Training in a variety of methodologies related to working with students with Autism. CPR/First Aid certification.

### **Experience:**

Successful completion of student teaching at a recognized college or university, or two years of regular fulltime teaching experience.

### **Required Certificates/Licenses:**

Current California Moderate/Severe credential, Severely Handicapped credential.