



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **Autism/Behavior Analyst**

Position Type: Certified	Department: Student Support Services
Salary Schedule: Other Professional Staff	Location: School
Reports to: Director of Student Support Services	
Term of Employment: 10 months	Shift: Day
Approved By: Human Resources	Date: June 8, 2017

POSITION SUMMARY:

Provides diagnostic, remedial and consultative services for children with autism. Provides consultative services for school personnel regarding the programmatic needs of children with autism.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Participates in the determination, development, implementation and evaluation of behavioral, instructional, and/or curricular management for student determined eligible for the Autism Spectrum Disorder.
- Serves as consultant to teachers, both general and special educators, administrators, other related service staff, and families, community members as site based programs, departments, schools, and community levels.
- Conducts observations in order to aid in the diagnosis as well as the development of programming and instructional strategies.
- Prepares and maintains records and reports as required for compliance with various state, federal, and administrative regulations.
- Identifies student abilities and needs with the Individualized Education Program (IEP) team and assists in developing long and short term goals and objectives for behavior, curriculum and instruction.
- Assists the IEP team in the development an individual intervention plan that supports the IEP goals, objective outcomes and provides training and support to school team to implement this plan in appropriate settings and curricula.

- Assists the IEP team with developing appropriate data collection instruments.
- Assists the IEP team with the development and implementation of a student support plan as needed.
- Assists the IEP team with monitoring behavioral needs of students and developing positive intervention plans as needed.
- Assists the IEP team with the development and implementation of a sensory diet when needed for student.
- Coordinates the implementation of goals outcomes with the IEP team.
- Collaborates with colleagues in assessing and evaluating both strengths and needs of students in order to develop and maintain an environment conducive to the effective performance of tasks.
- Documents findings, actions taken and/or recommendations made regarding areas of service and maintain records as required by DVUSD and various state and federal mandates.
- Assists the IEP team in the development of student transition plans, programs, and goals.
- Consults with the IEP team and families of students with autism on community resources.
- Attends meetings, training, conferences and travels to a variety of work sites as required.
- Develops and provides professional development to building staff regarding autism spectrum disorders and appropriate interventions.
- Develops and implements training opportunities and in-services for education staff, parents and administrators.
- Has knowledge of intellectual, sensory, and physical development of children and of their educational and developmental needs.
- Has knowledge of best practices in the assessment of students with autism, and specific evidence-based intervention methodologies for individuals with Autism Spectrum disorder such as structured teaching, discrete trial training, pivotal response, peer training, naturalistic teaching, video modeling, etc.
- Has knowledge of the Autistic Spectrum Disorders, including the characteristics and behavioral manifestations.
- Has knowledge of physical and psychological issues which deal with autism and their families.
- Demonstrates the ability to accommodate/adapt/modify appropriate grade level curriculum with children who have been diagnosed with autism.
- Demonstrates the ability to work collaboratively with people (i.e. staff, children, parents, supervisors) individually and in multidisciplinary teams.
- Demonstrates the ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to school operations.
- Demonstrates the ability to write reports with proper format, punctuation, spelling and grammar using all parts of speech.

- Demonstrates the ability to communicate and consult effectively the outcomes of goals to teachers, parents, and other program staff.
- Has knowledge of the policies procedures of school systems and state and federal laws and regulations as they pertain to the performance of the Autism Consultant.
- Demonstrates knowledge of content and therapeutic knowledge
- Demonstrates knowledge of resources
- Assesses student learning
- Manages session procedures
- Communicates clearly and accurately
- Maintains accurate records
- Communicates with families
- Contributes to department, school and district

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- Supervises and evaluates any assigned paraprofessionals or aides.
- Supervises students.
- Supervises any assigned parent volunteers or chaperones.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must have Arizona certification in Cross Categorical with experience in working with children with Autism Spectrum Disorder within a school setting.
- Individual must meet NCLB (Highly Qualified) requirements as set forth by the State of Arizona.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must have a Bachelor's degree (BA) in Special Education or a related field from a four-year college or university.
- Master's Degree (MA) preferred with experience in working with children with Autism Spectrum Disorder within a school setting.
- Training and experience with Positive Behavior Interventions and Supports (PBIS) and Applied Behavioral Analysis (ABA).
- Possesses current BCABA and/or BCBA licensure.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.