

**ELK GROVE UNIFIED SCHOOL DISTRICT**

**CLASS TITLE: AUTISM SUPPORT PROVIDER/AUTISM COACH**

**BASIC FUNCTION:**

Under the direction of the Program Specialist or the Director-Special Education & SELPA, provide coaching, instruction, assessment and program planning involving the utilization of Evidence Based Practices for special education students with a primary disability of autism; monitor and evaluate student progress and behavior; research, obtain and provide instructional materials for special education services; serve as an informal resource for students, teachers, parents, District personnel and community organizations; work within a self-contained classroom.

**ESSENTIAL FUNCTIONS:**

Provide topic specific training to teachers and paras on Evidence Based Practices (EBP) including visual support strategies, communication strategies, teaching strategies (based on Applied Behavioral Analysis) and behavioral support strategies to promote skill generalization across settings, etc. 1-2 times per month.

Provide topic specific training for parents on visual support strategies, communication strategies, teaching strategies (based on ABA) and behavioral support strategies to promote skill generalization across settings. Teachers will assist in collaboration of topics and strategies.

Attend weekly meetings with all teachers, Designated Instruction and Services (DIS) staff and Program Specialist to discuss student and program needs.

Coordinate with Program Specialist to conduct Autism Spectrum Disorder (ASD) program tours.

Collaborate with teachers and DIS to develop and monitor systematic behavioral support strategies for all classrooms to implement (i.e., token systems, specific compliance or redirection programs).

Collaborate with all ASD classroom teachers and Language Speech and Hearing (LSH) staff to develop student specific behavior support plans; communicate with School Psychologist if Functional Behavioral Analysis (FBA) and/or Positive Behavior Intervention Plan (PBIP) is warranted; coordinate with Behavior Intervention Case Manager (BICM) on monitoring behavior services as outlined in Individualized Education Program (IEP).

Collaborate with teachers to conduct fidelity checks on Para-educator's implementation of EBP within classroom routine (e.g., work systems, teaching strategies, communications strategies, visual schedules, prompt hierarchies, social narratives, data collection, etc-refer to list every two weeks).

Collaborate with all ASD teachers on troubleshooting use of instructional strategies.

Collaborate with teachers and LSH staff on development of communication skill programs and implementation.

Collaborate with teachers (sending and receiving) and LSH staff in decisions to transition students to different classrooms.

Collaborate with teachers to conduct binder reviews for all students every two weeks; collaborate daily with teachers on curriculum progression (Work in Progress (WIP), Eden, core curriculum, etc); collaborate with teachers on development of classroom routine and physical structure; train teachers on data collection and graphing of skill deficits and behavior excesses.

Provide monthly classroom support on instructional and behavioral strategies to teachers and paras; conduct monthly Fidelity Checks on implementation of instructional and behavior support strategies for teachers and paras.

Participate in ASD Assessment Team and/or student placement decisions.

Participate in transition process for students in General Education settings; provide temporary support to Gen Ed teachers and case manager during student transitions; collaborate with LSH staff (or Inclusion Specialist) to provide visual supports as needed to promote student success in Gen Ed setting.

Communicate need to conduct FBA/PBIP to BICM/School Psychologist to support student success for any student in ASD Classrooms that displays behaviors that interfere with acquisition of skills; support School Psychologist in implementation of behavior services as outlined in student IEPs, data collection methods, graphing outcomes, and updating/implementing FBAs/PBIPs (BICM).

Perform related duties as assigned

## **DEMONSTRATED KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

- Practices and procedures of instruction, assessment, evidence based practices, and program planning for special education students with a primary disability of autism.
- Basic subjects taught in District schools including mathematics, reading, writing, language arts and spelling.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Child guidance principles and practices related to children with special education needs.
- Classroom procedures and appropriate student conduct.
- Problems and concerns of students with special needs.
- Applicable laws, codes, regulations, policies and procedures.
- Research methods.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Record-keeping and report preparation techniques.

- Operation of standard office and classroom equipment including a computer and assigned software.

**ABILITY TO:**

- Provide instruction, assessment and program planning for special education students with a primary disability of autism.
- Monitor and evaluate student progress and behavior.
- Research, obtain and provide instructional materials for special education services.
- Serve as an informational resource for teachers, students, parents, District personnel and community organizations.
- Understand and relate to students with special needs.
- Learn District organization, operations, policies and objectives.
- Learn department and program objectives and goals.
- Interpret, apply and explain policies, procedures, rules and regulations.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Prioritize and schedule work.
- Maintain records and prepare reports.
- Operate standard office and classroom equipment including a computer and assigned software.
- Maintain consistent, punctual and regular attendance.
- Move hands and fingers to operate a computer keyboard.
- Hear and speak to exchange information.
- See to read a variety of materials.

**EDUCATION AND EXPERIENCE REQUIRED:**

Any combination equivalent to: bachelor's degree including courses needed to meet credential requirements and student teaching classroom experience.

**LICENSES OR OTHER REQUIREMENTS:**

Education Specialist Instruction Credential – Moderate/Severe Disabilities  
Or Education Specialist Instruction Credential – Special Education/Severely Handicapped  
Or Education Specialist Instruction Credential – Early Childhood Special Education  
Or Education Specialist Instruction Credential – Mild/Moderate Disabilities with added Autism Authorization

BCBA certification preferred

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Office and classroom environment.