

FNSBSD JOB DESCRIPTION	
<i>Job Title:</i> Autism Behavior Specialist (Advanced)	
<i>Supervisor:</i> Special Education Coordinator	<i>Classification:</i> Classified (ESSA)
<i>Days/Months:</i> 9 months	<i>Grade:</i> 11

Job Summary

Under the general supervision of the ABEL teacher, through evidence-based behavior strategies, develops intensive behavior interventions for students with moderate to severe Autism Spectrum Disorders. Analyzes data of disruptive behaviors. This position requires working independently, assists and/or develops trainings/workshops in applied behavior analysis, modeling techniques, and develop strategies. Aids in the development and maintenance of behavior goals and classroom management in order to create a calm atmosphere of safety and learning.

Essential Job Functions

Assists in the supervision of behavior technicians, behavioral aides, and students diagnosed with autism spectrum disorders and behavior issues that impede the child's education in self-contained or integrated settings.

Consults and meets with certified staff for the development and maintenance of behavioral plans for the child to progress in meeting individual goals, as well as problem solving, and offering strategies for classroom management.

Develops and/or assists the ABEL teacher in planning, preparing and conducting training and workshops for district wide staff.

Independently develops behavior and reinforcement programs that coincide with applied behavior analysis principles under the direction of the ABEL teacher.

Develops and implements social skills materials and groups, using teaching interactions lessons and discrete trial programs.

Develops and prepares appropriate behavioral materials related to specific behavioral programs (self-monitor cards, power cards, data sheets, social stories, etc.).

Performs extensive data collection, accurately interprets data in narrative and graphic form and uses data to guide decision making and submits to ABEL teacher.

Conducts student observations and develop a written plan under the direction of the ABEL teacher.

Model and coaches applied behavior techniques and provide support for district wide staff as needed inside and outside of the classroom (playground, community settings) environment to help generalize skills, which may include inside and outside environmental conditions.

Demonstrates professionalism, self-control and flexibility while developing a rapport with district wide staff. Work positively and collaboratively with a wide range of school staff to ensure appropriate learning programs and environments.

Guides district wide staff to help students achieve independence.

Reinforces instruction and implement programs that address self-help skills (e.g., feeding, toilet training, diapering, personal hygiene needs/matters, dressing).

Works positively and collaboratively with a wide range of students and school staff and district assigned consultants to ensure an appropriate learning environment.

Attends team meetings and work collaboratively to define specific students' behavioral needs and program modifications and inform appropriate staff of program changes and updates.

Actively participates in professional development to maintain and improve professional competence and effectively implement behavior management programs.

Non-Essential Job Functions

Performs other job-related duties as assigned.

Equipment Used

A variety of emerging and current technologies used for instruction in the classroom such as the computer, copier, VCR/DVD, iPad, fax/copy machines. Computer software and online resources including word processing, email, internet search engines, and district-approved educational software.

Independent Decisions

Supervises individual students while working in self-contained or integrated settings. Ability to make decisions and to notify the autism outreach teacher or behavior staff concerning possible program changes for continued progress in skills. Independently identify and formulate ideas, programs, and behavioral strategies to bring to the teacher. Report promptly on time for work, signing in and out at school assigned to work. Independently create behavior intervention plans for review by teacher. Appropriate use of travel time.

Primary Working Contacts

All special education department staff involved in the program process for students who experience autism. Principal and school staff relative to students experiencing autism, both in self-contained and integrated settings. Students: individually and/or in small group learning situations.

Responsibility for Cash, Equipment, Safety

Safety of all students.

Supervision Received and Exercised

Receives oral and/or written assignments from autism outreach teacher for each individual child or group of students that the specialist is assigned.

Unusual Working Conditions

Travel among schools as necessary with personal vehicle. Some flexible hours and/or calendar adjustments may be required to support professional development (i.e. workshops, classes). Must be able to remain outside for 30 minutes at 20 degrees below zero.

Evaluation

Annual written evaluation.

Physical and Mental Demands

The physical demands of this position require frequent standing, walking, sitting, speaking, and hearing. Requires near vision to write and read printed materials and computer screens. Requires hearing and speaking to exchange information on the telephone or in person. The employee is regularly required to reach with his/her hands and arms and occasionally lift items weighing up to 20 lbs. Must be able to use carts, ladders, dollies, and stools to assist in moving or shelving items. Requires sufficient arm, hand, finger dexterity to operate a keyboard and other office equipment. Repetitive motions with wrists, hands, and fingers may also be required. Additionally, the employee must be able to communicate by oral and written means in an appropriate business manner and have cognitive skills to understand instructions, readily recall facts and details, handle conflict, and make effective decisions under pressure. Special needs students may display behaviors, which require appropriate physical contact or safe restraint procedures.

The Fairbanks North Star Borough School District is committed to providing reasonable accommodations, according to the applicable state and federal laws, to all individuals with qualified physical or mental disabilities.

Job Qualifications

The following are required:

1. Must have met all mid-level requirements.
2. Must meet the federally highly qualified requirements: 48 hours of college credit or associates degree or must have passed the ParaPro assessment.
3. Require Board Certified assistant Behavior Analyst (BCaBA).
4. Completion of training in Applied Behavioral Analysis techniques.
5. Have advanced knowledge in Applied Behavior Techniques through in-services, training, workshops and/or university classes.
6. Four (4) years of experience working with children with autism in an educational setting.
7. Must understand, demonstrate, implement, create programs, and analyze data and behavior when working with students with autism who may exhibit inappropriate and disruptive behavior.
8. Must possess current CPI certification.
9. Must be able to see programs through to generalization.
10. Knowledge of basic reading, math, and curricula areas appropriate for age level of students.
11. Have advanced knowledge of applied behavior analysis.
12. Must possess the ability to make recommendations to teacher and IEP team, and communicate clearly and consistently with students and staff.
13. Must demonstrate flexibility in working with students, staff, and parents.
14. Must have the ability to safely restrain students who present a danger to self or others.
15. Must demonstrate the ability to create materials using Boardmaker or other picture communication software and the knowledge and application of Picture Exchange Communication System.
16. Must be able and willing to implement Crisis Prevention Intervention (CPI).
17. Valid Alaska driver's license, vehicle insurance and use of personal vehicle.

The following is preferred:

1. Continuing education in education, psychology or autism.

Additional Job Information

Fairbanks North Star Borough School District employees must possess the ability to read and write in English. This includes the ability to communicate in English with school staff, coworkers, and the public. Employees must also have the ability to comprehend and carry out oral and written directions and understand and follow English instructions and written documents.

The Fairbanks North Star Borough School District is an Equal Opportunity Employer.