



AUTISM CONSULTANT

Position Summary

The Autism Consultant provides assistance to 4J program staff, partners, and families served. This assistance consists of: the presentation of in-services and workshops for staff based upon their needs, as well as their students' needs; effective communication with families and other professionals; staff training on ASD evaluation methods for students in 4J, support on eligibility requirements. Training for 4J teams to develop, implement and monitor student programs. Complies with Federal, State, County and District policies, regulations and procedures.

Supervisory Relationship

This position reports to the Director of Student Services Department and the building principal. This position does not supervise others. This position may provide task-level leadership to educational assistants, student assistants, interns, and volunteers.

Essential Functions

1. Uses a problem-solving framework in providing consultation with building staff regarding student needs.
2. Understands the behavior characteristics typically associated with various school age conditions (e.g., autism, behavior disorders, traumatic brain injury, intellectual disabilities, etc.)
3. Development and presentation of in-services and workshops related to Autism Spectrum Disorder.
4. Assistance to the eligibility teams with initial evaluation, re-evaluations, and training to determine students' eligibility for services under the category of Autism Spectrum Disorder.
5. Assistance to staff working with children with Autism Spectrum Disorder in determining appropriate goals and objectives for IEP's and appropriate data collection systems to track student progress.
6. Application of a variety of strategies that facilitate team effectiveness (e.g. collaboration, problem solving, leadership, meeting management, conflict resolution).
7. Knowledge, application and ability to teach others about the principles of Applied Behavior Analysis, Incidental Teaching, Discrete Trial, Functional Routines, Picture Exchange Communication System, Peer Mediated Strategies, Structured Teaching and Pivotal Response Training.
8. Consultation to staff working with students with Autism Spectrum Disorder in the following areas: communication, behavior, organization, use of visual systems, self-management, sensory needs, social skills and the design of the physical environment in early childhood care and education settings.
9. Evaluate and maintain information regarding best practices in the field of Autism Spectrum Disorder.
10. Participate at staff meetings and program in-services.
11. Continuation of professional growth, especially in regards to current issues related to Autism Spectrum Disorder.

12. Participates in a variety of professional meetings, workshops and committees for the purpose of conveying and/or gathering information required to perform the functions of the job and remaining knowledge with best practice and district guidelines.
13. Collaborates with a variety of service providers and agencies in a professional and respectful manner on behalf of the district.
14. Keeps current with issues, laws and regulations regarding autism overall, interventions, special education, educational trends, and other issues related to children with exceptional needs. Researches interventions, treatment techniques and assessment tool resources and methods.
15. Maintain accurate, complete, and confidential records as required by federal and state law, district policy and administrative regulations.
16. Communicate effectively (both orally and in writing) with students, parents, and staff. Actively listen and confirm understanding of information exchanged.
17. Follow district and school policies, procedures, rules, regulations, and guidelines, and the provisions of the contract and exercises professional judgment when acting in the absence of a covering guideline or policy.
18. Perform other duties as assigned.

Required Knowledge, Skills and Abilities

1. Possess strong academic training and content knowledge to prepare students to be on track to meet academic goals.
2. Demonstrate good instructional practices that are engaging, organized and effective.
3. Use data to inform instructional decisions.
4. Firmly believe that all students will learn and improve - create a growth-mindset culture in the classroom.
5. Maintain unconditional positive regard for all students, staff, families and colleagues.
6. Connect well with students, families and the school community – be open to learning about others, especially those who may be different or have different backgrounds.
7. Exhibit strong interpersonal and collaborative skills.
8. Incorporate feedback and professional learning into teaching practices.
9. Maintain collaborative and collegial relationships with building and district staff (be a team player).
10. Ability to work effectively and collaboratively with diverse students, staff and community populations.
11. Participate eagerly in opportunities to learn, show a strong willingness to grow and maintain an interest in improving.
12. Recognize students' different needs, abilities and interests and be flexible to adjust instruction to meet those needs, abilities and interests.
13. Experience differentiating practices for diverse populations.
Understand and attend to the impacts of implicit bias in teaching and education.

Minimum Qualifications

Education:

- Bachelor's degree in Education or closely related field;
- Current Oregon Teaching License with appropriate grade level/subject area endorsements.

Experience:

- Two (2) years of experience reflecting the skills shown above.

An equivalent combination of education and/or experience equaling seven (7) years will be evaluated. However, there will be no substitution for licensure.

Specific preferences for types of experience, if any, will be identified at the time of recruitment. It is important to note that these are not qualification criteria. They are simply additional screening criteria that will be utilized to help determine the best candidates.

Preferred Qualifications:

- Applied Behavior Analysis (ABA) Certification
- Board Certified Behavior Analyst (BCBA) Certification

Work Environment

Duties are performed in an office environment, training environment, and in schools.

ADDITIONAL INFORMATION	
Employee Unit	Eugene Education Association
Pay Grade	Licensed Salary Schedule
Approved by	Karen M. Hardin, Director of Human Resources
Last revised	September 13, 2021

Employee Statement

“I have reviewed the above position description and understand its contents.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

Employee Name (Print)

Date

Employee Signature

Date