

Northfield

Public Schools 1.S.D. 659 MINNESOTA

POSITION DESCRIPTION NORTHFIELD PUBLIC SCHOOLS

September 2007

SECTION I: GENERAL INFORMATION

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| Position Title: Autism Resources Specialist | Department: Instructional |
| Immediate Supervisor's Position Title: Director of Student Services | FLSA Status: Exempt |
| Band/Grade/Subgrade: | Bargaining Unit: NEA |

Job Summary:

The Autism Resources Specialist provides diagnostic assessments; identifies needs and assists in the program planning for students with Autism Spectrum Disorder (ASD). This position consults with school personnel, parents and others regarding planning, implementing and evaluating interventions for students with ASD.

SECTION II. ESSENTIAL DUTIES AND RESPONSIBILITIES

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| Duty/Responsibility No: | 1 | Statement of duty/responsibility: Provides technical assistance and consultation to school personnel, parents and others concerning the basic competency areas of ASD which includes some of the following noted below: |
| Percent of Time: | 45% | |

Tasks involved in fulfilling above duty/responsibility:

- Characteristics and implications of ASD.
- Identification process and MN eligibility criteria.
- Assessment of strengths and needs.
- Social skills, behavioral, and communication assessment and interventions.
- Current trends and theories pertaining to ASD.
- IEP/IFSP/IIP planning and objective measurement methods.
- Consultation and knowledge of other professional resources.

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| Duty/Responsibility No: | 2 | Statement of duty/responsibility: Functions as a team leader in conducting formal and informal evaluations, determining eligibility and preparing the Evaluation Report for students with ASD. |
| Percent of Time: | 20% | |

Tasks involved in fulfilling above duty/responsibility:

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| Duty/Responsibility No: | 3 | Statement of duty/responsibility: Assists in developing annual instructional goals, short term objectives or benchmarks and classroom adaptations or modifications for students with ASD. |
| Percent of Time: | 10% | |
| Tasks involved in fulfilling above duty/responsibility: | | |

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| Duty/Responsibility No: | 4 | Statement of duty/responsibility: Consults with various medical, mental health, and other service providers regarding the coordination of services to children with ASD. |
| Percent of Time: | 10% | |
| Tasks involved in fulfilling above duty/responsibility: | | |

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| Duty/Responsibility No: | 5 | Statement of duty/responsibility: Maintains a written log of pupil visits, consultations and other relevant activities. |
| Percent of Time: | 5% | |
| Tasks involved in fulfilling above duty/responsibility: | | |
| <ul style="list-style-type: none"> Prepares and maintains a schedule for the delivery of services. | | |

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| Duty/Responsibility No: | 6 | Statement of duty/responsibility: Provides in-service training to school personnel, parents, students and others. |
| Percent of Time: | 10% | |
| Tasks involved in fulfilling above duty/responsibility: | | |

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| Duty/Responsibility No: | 7 | Statement of duty/responsibility: Performs other comparable duties of a like or similar nature as assigned. |
| Percent of Time: | | |
| Tasks involved in fulfilling above duty/responsibility: | | |
| <ul style="list-style-type: none"> Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge. Attends training sessions, conferences, seminars, district and departmental meetings. Keeps abreast of changing developments, trends, instructional and educational technologies pertaining to ASD. Keeps abreast of current legislation, rules and best practices concerning ASD. | | |

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

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| EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following: | | | |
| REQUIRED EDUCATION/TRAINING (choose one) | | DEGREE INFORMATION: | |
| less than high school diploma | | Type of degree: (B.S., M.A., etc.) | |
| High school diploma or GED. | | Bachelor's Degree | |
| 1 year college | 2 years college | Major field of study or degree emphasis: | |
| | | Education in the areas of Special Education, ECSE or related service areas such as (School Psychologist, Speech/Language | |

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| | 3 years college | x | 4 years college | Pathologist, etc.) |
| | 1st year graduate level | | | Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Knowledge of the principles, practices, trends and theories pertaining to Autism Spectrum disorders and their treatment. • Knowledge of assessment, interventions and diagnostic techniques, procedures and methods. • Knowledge of educational systems, community resources and support systems. • Knowledge of relevant laws, rules, guidelines and/or statutes pertaining to the programming, consultation and support services. • Knowledge of the principles, practices and techniques of sensory involvement. • Knowledge of record keeping requirements and administrative policies, requirements, rules and procedures pertaining to program. • The skill and ability to communicate - both orally and in writing. |
| | 2nd year graduate level | | | |
| | Doctorate level | | | |
| Required Work Experience in Addition to Formal Education/Training: Minimum of 3 years experience working with autistic children and their families | | | | |
| Required Supervisory Experience: None | | | | |
| LICENSE/ CERTIFICATION | | Identify licenses/certification required upon hiring: Licensed teacher in the State of MN and licensure in Special Education, ECSE, or relevant service area. | | |

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| ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK | Skilled in: <ul style="list-style-type: none"> • Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district. • Dealing with children, staff, parents, administrators and other educational professionals over ASD issues and concerns. • Preparing numerical, narrative, and diagnostic reports and evaluations. • Establishing and maintaining effective working relationships with supervisors, parents, school district personnel, community based agencies and other professionals working in the area. • Planning, developing and providing academic, social, adaptive and inclusive programming and support to districts, children and their families. • Providing consultative services and leading district efforts in the formulation, monitoring and implementation of individual treatment plans for students with ASD. • Performing diagnostic activities for districts and in making assessments regarding child/family strengths, needs, social skills, communication, behavioral, sensory and mental health needs. • Performing community based outreach and public information services. • Monitoring and overseeing case management operations and requirements in assigned areas of responsibility. • Must be able to communicate ideas clearly and concisely, both verbally and in writing. • Must be able to transport self among school buildings and to regional and state meetings as necessary. |
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS

| | Titles of Positions Directly Supervised | # of Employees |
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| 1 | | |
| TOTAL | | 0 |

INDIRECT SUPERVISION:

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|--|---------------|
| Number of employees indirectly supervised: | Total: |
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| <p>HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i></p> | <p>Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.</p> |
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

| <u>Employee is required to:</u> | Never | 1-33% Occasionally | 34-66% Frequently | 66-100% Continuously |
|--|-------|--------------------|-------------------|----------------------|
| Stand | | | | X |
| Walk | | X | | |
| Sit | | X | | |
| Use hands dexterously (use fingers to handle, feel) | | X | | |
| Reach with hands and arms | | X | | |
| Climb or balance | X | | | |
| Stoop/kneel/crouch or crawl | X | | | |
| Talk or hear | | | | X |
| Taste or smell | X | | | |
| Physical (Lift & carry): up to 10 pounds | | | X | |
| up to 25 pounds | | X | | |
| up to 50 pounds | X | | | |
| up to 75 pounds | X | | | |
| up to 100 pounds | X | | | |
| more than 100 pounds | X | | | |

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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Human Resource's Signature

Date

Classification History:

Prepared by: BCC, LLC (RWB) 4/04