

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER/AUTISM

POSITION: Instructional Resource Teacher/Autism

REPORTS TO: Supervisor of Special Education

LOCATION: Various Locations (including home and community settings)

NATURE OF WORK:

This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum.

ESSENTIAL FUNCTIONS:

- Assessment and evaluation of student needs;
- Participation in IEP meetings and ongoing team support meetings;
- Development of long and short term learning goals and instructional supports;
- Collaborative consultation with staff and families;
- Supports students with Autism Spectrum Disorder (ASD) to maintain Least Restrictive environment;
- Collect and analyze data to support case managers for instructional decisions;
- Assist in the development and monitoring of IEP goals and objectives;
- Support decisions for academic interventions based on best practices for Applied Behavioral Analysis (ABA) principles;
- Provides coaching and modeling of best practices for ASD based on the criteria of the National Teacher Standards for ASD;
- Supports students, staff and families through direct services of ABA strategies for behavioral and social skills training to students with ASD;
- Knowledge of IDEA disabilities and how they can impact academic achievement and behavior;
- Knowledge of how ASDs may manifest in the classroom;
- Supports the integration of grade level curriculum and classroom expectations; and
- Knowledge of function-based, positive behavior support plans and protocols and the ability to train staff and families on the implementation in schools and homes.

DUTIES AND RESPONSIBILITIES:

- Ensure that staff and families have the necessary support to allow for IEP goals and objectives to be generalized across all settings and are implemented appropriately;
- Collaborates with the IEP Team to ensure students have access to developmentally appropriate activities and grade level curriculum;
- Provide positive communication to team members and families about student progress and achievement;
- Collect and analyze data to monitor progress;
- Conduct school and family training as determined by the IEP and IFSP;
- Make recommendations to school-based and central office administrators regarding student and staff needs;
- Collaborates with general/special educators to disseminate information about student needs based on ABA intervention data;
- Utilizes ABA data to determine the most effective classroom supports (academic/developmental/behavioral/social) for interactions with staff and peers;

- Recommends modifications and scaffolding necessary for each student to access the appropriate behavioral and social interactions with staff and students;
- Communicates positively with families on student progress;
- Collaborates and communicates with outside agencies regarding student, staff and family supports; and
- Interview and facilitate scheduling of hourly support staff.

QUALIFICATIONS:

- Possess a Bachelor's degree in special education, behavioral sciences or related field. Current certification in BCBA is highly preferred.

TERM OF EMPLOYMENT:

Full-time eleven-month position.

SALARY GRADE RANGE:

The salary for this position will be based on EASMC salary schedule (#2) for eleven-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC

Revised March 2012