Autism Consultant

Purpose Statement

The job of Autism Consultant is done for the purpose/s of developing effective learning environments for students on the autism spectrum; partnering with educators, families and the community to ensure success and increasing positive outcomes of students with autism; and for collaborating with school teams to enhance communication, behavior and socialization skills of students with autism.

This job reports to Director of Special Services

Essential Functions

- Assists building teams for the purpose of establishing appropriate educational programs that address the unique needs of the students with autism.
- Collaborates with school teams for the purpose of developing and implementing appropriate behavioral intervention strategies.
- Compiles data from a wide variety of sources (e.g. staff, public agencies, etc.) for the purpose of developing appropriate programming for students on the autism spectrum.
- Confers with parents and appropriate school personnel regarding autism issues for the purpose of providing and conveying accurate information.
- Consults with teachers and administrators regarding best practices for the purpose of determining the best practices for classrooms that support students with autism.
- Contributes to the development and maintenance of an environment for the purpose of nurturing students’ feelings of respect and acceptance.
- Facilitates and/or participates in meetings for the purpose of identifying issues, developing recommendations, supporting teachers and student.
- Models, implements, and assesses strategies related to learning, social, emotional and behavioral needs for the purpose of enhancing educational programming for students on autism spectrum.
- Participates in local, state, and regional meetings for the purpose of discussing issues relating to the educational needs of students with autism.
- Previews, selects, and evaluates appropriate materials for the purpose of providing use in conjunction with student needs.
- Provides training and assistance in autism instructional practices, strategies and content for the purpose of providing support in planning, development and implementation of programs at school.
- Researches and disseminates information on best practices for students with autism for the purpose of providing an optimal educational environment.
- Serves as district liaison in matters pertaining to the educational programming for the purpose of ensuring district compliance with state laws and regulations.
- Supports total school/community efforts to create a positive learning environment for students with developmental disabilities. for the purpose of bringing awareness and knowledge of resources available within the district.
Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: facilitation skills; conflict resolution skills; complex problem solving; written and oral communication; operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: speech pathologist and psychologist awareness, pertinent laws, codes, policies, and/or regulations; personnel process; standard business practices; program planning and development; concepts of grammar and punctuation; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/behavior.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a wide variety of types of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a small work unit; directing the use of budgeted funds within a work unit. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is some opportunity to effect the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and some fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience:
Job related experience within a specialized field is required.

Education:
Masters degree in job-related area.

Equivalency:
Minimum of three years direct professional experience working with students with autism. Knowledge and training in autism, educational strategies, and the implementation of behavioral strategies which may include but not be limited to TEACCH, ABA, PECS, functional communication, visual strategies, FBAs and the VB-MAPP.

Required Testing:

Certificates and Licenses
Board Certified Behavior Analyst Preferred
Missouri State Teaching Certificate

Continuing Educ. / Training:
Maintain Certificate/License

Clearances
Criminal Justice Fingerprint/Background Clearance
The purpose and utilization of job descriptions in Liberty Public School District #53 are to ensure the essential functions of each position are articulated in order to create a clear understanding of job expectations for the incumbent while also providing a framework through which the recruiting, hiring, and retaining of employees may be enhanced.