

AUTISM SUPPORT PROVIDER

Purpose Statement

Under the direction of the Director of Special Services, the job of Autism Support Provider is done for the purpose/s of providing consultative and direct support to staff, particularly paraprofessional staff, working with students with autism. Observation of and direct services to students with autism is also within the scope of this position. The Autism Support Provider functions as member of the Special Services Autism Team, which is comprised of classified, certificated, and management-level staff.

Essential Functions

- Observes and records targeted student behavior using data collection tools, both in paper and electronic format. Instructs, demonstrates and coaches staff, particularly paraprofessional staff, on effective monitoring and recording of student behavior. Provides summary information to classroom teacher.
- Implements and models the implementation of behavior support plans and/or sensory protocol. Provides input into the design and revision of behavior support plans as part of a multidisciplinary team.
- Provides direct support to staff, particularly paraprofessional staff, in regard to effective response to issues of behavior, sensory and/or social interactions. Independently manages schedule of site interventions.
- Participates in Autism Team meetings, during which the status of cases is reviewed and new cases are assigned. Participates in events and presentations sponsored by the Autism Team.
- Participates in student Individual Education Plan (IEP) meetings as needed. Creates customized data sheets based on IEP goals.
- Plans, prepares, and conducts professional development for other school professionals on topics related to autism and autism support.
- Understands the use and function of sensory supports and devices and designs/creates customized supports (e.g., token awards, visual supports, sensory items, etc.) specific to individual students.
- Represents the interests of the role of paraprofessionals in serving students with autism.
- Provides information and support to special education and general education staff regarding classroom environment and social interactions responsive to the needs of students with autism.
- Assists with centralizing the documentation and tracking of Autism Team referrals, assessments and interventions. Performs record keeping and clerical functions (e.g., copying, creating student materials, etc.) for the purpose of supporting the Autism Team.
- Maintains the confidentiality of student records and information.
- After certification as a trainer, co-leads assault crisis training (Non-violent Crisis Intervention or equivalent) for special education staff.
- Participates in a variety of workshops, seminars, training, conferences, etc. for the purpose of staying current and/or gathering new information required to perform job functions.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the Autism Team.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include:

operating standard office equipment using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and interpret summary charts; write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific knowledge required to satisfactorily perform the function of the job includes: concepts of grammar and punctuation; age appropriate activities; recognition of instructionally-appropriate classroom activities for students with autism; facility with the common features of students with autism, including an understanding of effective behavior interventions and sensory supports.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined and similar processes, both on paper and electronically; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with similar types of data; and utilize a variety of job-related equipment. In working with others, problem solving is required to identify issues and implement action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific abilities required to satisfactorily perform the function of the job include: Adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; working with constant interruptions; and identification of salient features of students with autism, including the documentation and recording of related behaviors, and charting/graphing summary information for later analysis.

Working Environment

The usual and customary methods of performing the job’s functions require the following physical demands: light to moderate lifting, carrying, pushing and/or pulling; climbing and balancing; stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally, the job requires 40% sitting, 20% walking, and 40% standing. The job is performed under some hazardous conditions.

Education/Experience

Any combination equivalent to High School diploma or equivalent, and two years of job related experience. Evidence of a minimum of 40 hours of training specific to students with autism and/or behavior intervention. Evidence of recent completion of an assault crisis training program (e.g., PRO-ACT, NCI or equivalent).

Required Testing

Pre-employment Proficiency Test or 48 college credits

Certificates and Licenses

Ability to earn Non-violent Crisis Intervention trainer certification.
Valid California Driver’s License/Evidence of Insurability.

Continuing Education/Training

Maintain certification in Non-violent Crisis Intervention;
Maintain 20 hours of autism-related training per year

Clearances

Pre-Placement Physical Exam; TB Clearance;
and Criminal Justice Fingerprint/Background Clearance.

Sweetwater Union High School District programs and activities shall be free from discrimination based on age, gender, gender identity or expression, or genetic information, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation; the perception of one or more of such characteristics; or association with a person group with one or more of these actual or perceived characteristics.” SUHSD Board Policy 0410