

**TITLE: COORDINATOR – AUTISM SERVICES**

**REPORTS TO:** Assigned Administrator

**JOB GOAL:** Under general supervision of the Director of Special Education or designee, is responsible for the development and implementation of educational programs for students with Autism.

## **QUALIFICATIONS**

### **Knowledge of**

1. Child growth and development.
2. Educational expectations based on the California Content Standards.
3. Theories of Applied Behavior Analysis.
4. Characteristics of Autism Spectrum and Related Disorders.
5. Current research methodologies, interventions and treatment.
6. Behavior management strategies and techniques relation to pupils who experience atypical control problems.
7. A variety of methods of data collections and data analysis.

### **Ability to**

1. Provide leadership to assigned staff members and families.
2. Understand the interdependent relationship between home and school.
3. Assist staff with how to manage student behavior and guide students toward more acceptable social behaviors.
4. Utilize a variety of instructional materials and procedures to enhance a positive educational environment.
5. Perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
6. Communicate effectively in both oral and written form with parents and staff.
7. Understand and carry out oral and written directions.
8. Appreciate human diversity; establish and maintain cooperative working relationships with children and adults.
9. Demonstrate an understanding and receptive attitude toward students of varied age groups, particularly those exhibiting special needs.
10. Establish and maintain effective organization, community, public and work relationships with teachers, administrators, staff, parents and others contacted in the performance of required duties.
11. Train, supervise, and evaluate assigned personnel.
12. Provide effective District and community leadership to align Special Education programs and structure to facilitate the Districts' program goals.
13. Work both collaboratively and independently.
14. Make accurate and timely decisions.
15. Handle all matters in a tactful, courteous, and confidential manner.

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**Training, Education and Experience (required)**

1. Bachelor's Degree in Applied Behavior Analysis, psychology, special education or related field.
2. Two years or 1000 clock hours of special education experience working with students with autism in a home and/or classroom environment including demonstrated experience implementing Applied Behavior Analysis programs, or 5 years experience in ABA programming.
3. Possession and maintenance of a valid California Driver's License.

**Training, Education and Experience (desired)**

1. A Master's Degree or Doctorate in Applied Behavior Analysis, psychology, special education or related field.
2. Experience serving in a supervisory role.
3. Board Certified Behavioral Analyst designation or ability to obtain certificate.

**ESSENTIAL FUNCTIONS**

1. Facilitates, assesses, monitors and supervises in home and school Applied Behavior Analysis programs.
2. Assists in assessing students, and planning, developing, coordinating and implementing programs and service delivery options to meet the needs of students diagnosed with Autism.
3. Trains and supervises the performances of assigned classified staff.
4. Provides ongoing training to autism support staff and other designated personnel in Applied Behavior Analysis and various methodologies.
5. Facilitates parent training on information regarding autism and strategies for skill generalization into the home and community.
6. Supervises the assignment and scheduling of aides/tutors for each student.
7. Acts as a liaison between IEP teams and autism program staff.
8. Meets regularly with program and school site staff to ensure program quality and compliance.
9. Informs staff of current trends/research in Autism Spectrum and Related Disorders.
10. Supervises the maintenance of a variety of records, logs and files and coordinates data collection to monitor student progress.
11. Takes necessary steps to ensure District compliance with laws, education codes, rules and regulations.
12. Monitors budget and program plans for compliance with state and federal regulations.
13. Performs other related duties as assigned.

**PHYSICAL ABILITIES**

1. Visual ability to read handwritten or typed documents and the display screen of various office equipment and machines.
2. Able to conduct verbal conversation in English or other designated language.
3. Able to hear normal range verbal conversation (approximately 60 decibels.)
4. Able to sit, stand, stoop, kneel, bend, and walk.
5. Able to sit for sustained periods of time.
6. Able to climb slopes, stairs, steps, ramps, and ladders.

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**PHYSICAL ABILITIES** (continued)

7. Able to lift up to ten (10) pounds frequently, and twenty (20) pounds occasionally.
8. Able to carry up to ten (10) pounds frequently, and twenty (20) pounds occasionally.
9. Able to push and pull objects weighing up to forty (40) pounds.
10. Able to exhibit full range of motion for shoulder external rotation, internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension and knee flexion.
11. Able to operate a motor vehicle in a safe and effective manner.

**TERMS OF EMPLOYMENT:** Twelve-month work year  
220 day work year  
Classified Management

**EVALUATION:** Performance of this job will be evaluated in accordance with Board of Education policy on Evaluation of Professional Personnel. The Assigned Administrator will give the evaluation.

Approved by: Board of Education Date: 9/10/09

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT IS A  
TOBACCO-FREE, DRUG-FREE WORKPLACE**

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT IS AN  
EQUAL OPPORTUNITY EMPLOYER**