

## JOB DESCRIPTION

**DEPARTMENT:** EXCEPTIONAL CHILDREN SERVICES

**JOB TITLE:** AUTISM TEAM LEADER

**REQUIREMENTS:**

- A. Education Level:** Bachelor's degree in an approved teacher education program. South Dakota Teacher certificate with endorsements in Special Education, Speech-Language Therapy.
- B. Experience Desired:** At least two years of successful experience working with children who have autism and other developmental disabilities in a school setting. Experience facilitating group interactions and working with parents as a part of a multidisciplinary team.
- C. Physical Requirements:** This position requires constant hand-eye and mind-eye coordination, hearing; intermittent speaking, standing, walking and writing.
- D. Other Requirements:** The ability to provide physical management to students with behavior or self-care needs is required. Effective oral and written communication skills. Skills in human relations and development of student programs. Proficient skills in computer.

**REPORTS TO:** Special Education Supervisor

**RECEIVES GUIDANCE FROM:** Exceptional Children's Services Director  
Building Principals

**DATE:** Revised August, 2003

**ESSENTIAL FUNCTIONS AND DUTIES:**

**NOTE:** This is a generalized job description. Specific duties and responsibilities vary, depending on the assigned department or school. Applicants should be aware of the specific functions of the position prior to employment. Other duties may be assigned by the administration, within the restrictions and abilities of the employee.

**FREQUENT:** Assist IEP teams in developing programs to meet the needs of students who have autism and related disorders.

1. Design and outline individual programs of instruction, based upon researched

strategies for children with autism and related disorders, including Applied Behavior Analysis.

2. Train teachers, speech clinicians, education assistants, parents, and behavior facilitators in the utilization of instructional strategies for children with autism such as Applied Behavior Analysis and Discrete Trial Training.
3. Interpret data from the discrete trials and develop new drills and materials for implementation.
4. Observe and provide feedback to people utilizing instructional strategies of Applied Behavior Analysis and Discrete Trial Training as well as other instructional and interactional strategies to promote student growth.
5. Provide insight and ideas into the utilization of strategies for carryover into group instructional setting and home.

**Serve as a resource to IEP committees of students with autism and related disorders.**

6. Provide training to early childhood and elementary school teachers in the use of instructional strategies for children with autism and related disorders.
7. Assist teachers in selecting appropriate materials and assessments for students.
8. Provide follow-up and coordination for individual students with complex needs.

**Interact with team members and community representatives to provide a positive and challenging environment for students to achieve their individual goals.**

9. Establish positive rapport with students, co-workers, parents, and team members.
10. Work cooperatively with team members to outline instructional plans and evaluate the appropriateness of those plans.
11. Share responsibility and offer assistance to co-workers.
12. Convey enthusiasm and caring for student.
13. Communicate clearly with students, co-workers, and parents.
14. Share appropriate information with supervisors and co-workers through documentation of student progress and IEP team meetings.

**General**

15. Follow district policies.
16. Maintain the confidentiality of students and their families.
17. Maintain IEP records and data collection records.
18. Participate in training activities provided by and thru the district.

**Occasional**

19. Seek out and participate in professional growth experiences.
20. Assist students in classroom and instructional settings.
21. Participate in school and District committees.

22. Performs other duties as assigned by supervisors.

**WORKING CONDITIONS:**

- A.     Inside                    Outside                    Both

**B. Climatic Environment:**

Some District classrooms and work areas are not climate controlled and are subject to extremes of temperature and humidity.

**c. Hazards:**

For some buildings, stairs, chalkdust and exposure to communicable diseases may be a potential hazard. In science labs, there could be exposure to chemicals and fumes. Equipment that supports classroom instruction could be potentially hazardous under certain conditions.

**I have read and understand this job description and can fulfill the essential functions as listed.**

---

**Signature**

---

**Date**

---

**Print Name**

Autism Team Leader