
Instructional Coach-Autism

PRIMARY FUNCTION:

The function of this position is to provide training and supervision to teachers and staff to assure implementation of classroom instructional objectives, lessons, and strategies that are congruent with the needs of students with autism. The Instructional Coach-Autism supports the teaching staff in identifying and/or designing appropriate educational resources, including supports and curriculum that implement the Individual Educational Plan for students with autism. The goal of the Instructional Coach-Autism is to ensure that teachers acquire understanding, skills, and application of best practices to create the following outcomes:

1. Enhance the professional growth of staff in the instructional practices for all students.
2. Add instructional value and growth for teachers and students; raise the level of student achievement
3. Help students learn essential reading and math skills that will contribute to their development as mature, able and responsible adults.

The person in this position will also collaborate with IEP teams including general education teachers and assist in the development of goals and objectives based on observation, assessment data and parent input. This person will ensure effective programming for students by observing, analyzing data and modifying curriculum and instructional strategies on an ongoing basis. The person in this position will also facilitate student progress meetings and/or IEP meetings with parents, instructional aides, and IEP team members.

This position also provides supervision/education to the districts ABA (Applied Behavior Analysis) support staff as needed.

ESSENTIAL DUTIES:

- Participates in IEP meetings including annuals, triennials, parent request and /or other team requests for IEPs.
- Develops strategies for maintaining a classroom environment conducive to student learning and utilizes effective teaching methods and employs a variety of instructional techniques appropriate to the maturity, interests, and needs of the students.
- Provides appropriate achievement and/or diagnostic testing, identifies student capabilities and monitors student progress on a regular basis.
- Provide supervision to support staff and educators in Applied Behavior Analysis and other behavioral principles.

- Assists educators and support staff with classroom management and/or behavior support
- Initiates, facilitates and monitors LRE in student's program when it is appropriate and consults with teacher to whom student is integrated in the Least Restrictive Environment
- Works to establish and maintain open and positive lines of communication with students and their parents concerning progress towards goals.
- Establishes and maintains cooperative relations with other members of the staff.
- Assists the administration in upholding and enforcing school rules and policies.
- Trains staff regarding behavior analytic concepts, including data collection.
- Confers with teachers, administrators and other professional staff on findings or results of student observations and helps them in their efforts to provide an appropriate education to students.
- Provides case management on all assigned cases.
- Collaborates with members of the district SUCSESS (Systematic Utilization of Comprehensive Strategies for Ensuring Student Success) program.
- Collaborates with members of the support team to create appropriate goals for students
- Assists in the evaluation for the need for ABA based intervention services and provides written reports.
- Prepare progress reports.
- Assists in the evaluation of instructional assistants(s) under the supervision of the Director or his/her certified designee by doing formal annual written evaluation(s).
- Observes and follows all OUSD policies and procedures.
- Performs other duties as assigned by the OUSD administration

RESPONSIBLE TO:

Director of Special Education/SELPA and under immediate direction of Special Education Program Coordinator.

EXPERIENCE AND EDUCATION:

- Certification/Credential(s), including Autism Added Authorization
- Education Specialist (mild-mod and/or mod-severe)
- Experience teaching students with autism spectrum disorder
- Board Certified Assistant Behavior Analyst® (BCaBA®) or BCBA (Board Certified Behavior Analyst) highly desirable
- Extensive knowledge of autism spectrum disorder and advanced level training in autism spectrum disorder and research based interventions such as: SCERTS (Social Communication/ Emotional Regulation/ Transactional Support), ABA (Applied Behavior Analysis), including DTT (Discrete Trial Training), PRT (Pivotal Response Training), and FBA's (Function Based Assessments); Functional Communication, PECS (Picture Exchange Communication System), Task Analysis, TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children), etc...

ABILITY TO:

- Exercise mature judgment and individual initiative
 - Assume a wide range of responsibilities
 - Communicate effectively in oral and written format
 - Organize, evaluate, and analyze data and plan actions based on the data collected
 - Establish and maintain cooperative and effective working relationships with others
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