

INCLUSION SPECIALIST, SPECIAL EDUCATION

DEFINITION:

The Inclusion Specialist, Special Education will collaborate with teachers, paraprofessionals, administrators, support staff and parents to design, implement, and evaluate appropriate inclusion supports for identified students with autism and associated challenging, complex behaviors; will support and coordinate various interventions for students with Autism that allows for successful participation in the least restrictive instructional setting.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from Executive Director Special Education / SELPA and/or designee.

EXAMPLE OF DUTIES – (Incumbents may perform any combination of the essential functions shown below (E). This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

Provide training and consultation in the implementation of behavioral and instructional interventions for students with Autism. (E)

Provide case management for students whose only Individualized Educational Plan (IEP) service is inclusion services. (E)

Provide direction in the collection and interpretation of data so modifications can be made to the instructional program. (E)

Attend student’s IEP meeting and collaborate with team in the development of student goals. (E)E

Assist in the development and implementation of behavioral plans. (E)

Communicate with parents and staff regarding student progress. (E)

Observe instructional settings in order to make recommendations of support needed for student success. (E)

Assist in meetings and development of activities to ensure successful transitions take place between instructional settings. (E)

Provide assistance and support to staff members. (E)

Provide training to paraprofessionals on appropriate interventions to maximize student independence across instructional settings. (E)

Collaborate with a multi-disciplinary team on student needs. (E)

Serve as a resource to school site staff. (E)

Maintain a monthly register for students on caseload. (E)

Attend all appropriate staff meetings, in-services and workshops as it relates to inclusion (E)

Maintain regular and prompt attendance in the workplace. (E)

Perform related duties as assigned.

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QUALIFICATIONS

Knowledge of:

- Interventions, curriculum and methodologies utilized in teaching students with Autism Spectrum Disorder.
- District and state curriculum.
- Applied Behavioral Analysis concepts.
- Data-gathering methodology.
- Special Education laws and procedures.
- Effective consultation skills.

Ability to:

- Understand and implement complex oral and written directions given in English.
- Compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling.
- Coordinate programs and services.
- Assess student skill areas and behavioral challenges.
- Understand and relate to students with exceptional needs.
- Share and demonstrate knowledge of behavioral analysis, positive behavioral techniques and effective practices.
- Help plan and implement quality in-service programs for adults.
- Prepare and maintain a variety of comprehensive reports, records, and files.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective relationships with others.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.
- Interpret, apply, and explain applicable laws, codes, regulations, policies, and procedures.
- Operate a variety of office equipment including computer and assigned software.

Education and Experience:

Master's Degree and/or equivalent experience in applied Behavioral Sciences, Psychology, Social Work, Sociology, Education, Speech-Language Pathology or mental health related fields and or equivalent experience; a minimum of three (3) years successful experience in the assessment, planning, and implementation of positive behavioral interventions for individuals and groups; experience presenting staff development workshops to adults; and possess a valid California credential in one of the following areas: School Psychologist, Mild/Moderate, Moderate/Severe, or Speech and Language.

License, Certificates and Other Requirements:

Must possess a valid California Driver's License and evidence of insurance.

WORKING CONDITIONS

Environment:

- Office, classroom and school environments.
- Driving a vehicle to conduct work.

Hazards

- Contact with dissatisfied or abusive individuals.

Physical Demands:

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Employees in this position must have/be able to:

- Enter data into a computer terminal and operate standard office equipment.
- Dexterity of hands and fingers to operate a computer keyboard
- Sit and stand for extended periods of time.
- See and read a computer screen and printed matter with or without vision aids, and to observe students.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Speak so that others may understand at normal levels and on the telephone.
- Lift and/or carry up to 25 lbs. at waist height for short distances.
- Reach overhead, above the shoulders and horizontally, grasp, push, pull.
- Bending at waist, kneeling, or crouching to reach materials and work with students.
- Perform Managing Assaultive Behavior (MAB) protocols.