

**FRESNO UNIFIED SCHOOL DISTRICT**  
**Position Description**

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<b>TITLE:</b>	Manager I, Autism Support	<b>REPORTS TO:</b>	Special Education Program and Services Manager
<b>DEPARTMENT:</b>	Special Education	<b>CLASSIFICATION:</b>	Management
<b>FLSA:</b>	Exempt	<b>WORK YEAR:</b>	Varies
<b>BOARD APPROVAL:</b>	July 28, 2010	<b>SALARY:</b>	E-24/Management Salary Schedule

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**(Former Classification: Support Specialist for Autism)**

**BASIC FUNCTIONS:**

Accountable for improving student achievement through the effective management of an assigned area; provide technical, consultative and planning services in the areas of social and behavioral supports and programs designed specifically for students with autism to assist students to stay in school on target to graduate; organize, develop, coordinate, recommend and support autism programs for students pre-school (3 years of age) through 12<sup>th</sup> grade in support of students learning at grade level and beyond.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. 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).**

Plan, organize, develop, coordinate, recommend and support autism programs for children of all ages in support of students learning at grade level and beyond; implement ongoing program evaluation to ensure effectiveness; provide academic and/or social, emotional guidance to students and families to expand practices proven to raise student achievement. *E*

Act as a resource, provide workshops and outreach opportunities to ensure students and families are aware of available programs to support students to learn at grade level and beyond; provide families with information regarding the nature of Autism and strategies for skill generalization into the home and community. *E*

Participate in the development of goals and objectives for assigned programs in support of educating students at a high level to achieve their personal best; make recommendations for changes and improvements; implement approved changes and monitor work activities to ensure compliance with applicable federal, State, and local laws, rules and regulations. *E*

Provide support to teachers in creating and applying early intervention strategies and naturalistic environments. *E*

Coordinate with universities and research based institutions to disseminate cutting edge research to staff for creating and maintaining a state of the art Autism Spectrum educational program. *E*

Prepare, provide, coordinate and present workshops to families and site staff; provide ongoing training through professional development opportunities for staff regarding Autism Spectrum and related disorders to promote positive transition planning as necessary, including coordinating with community organizations. *E*

Collaborate with District Staff regarding appropriate social and behavioral support systems for students; provide support services regarding community based instruction and student inclusion in community and vocational settings. *E*

Communicate and consult with District leaders, staff, community organizations and families regarding community resources, adult programs and support services (such as the Central Valley Regional Center and Regional Diagnostic Center); coordinate school improvement efforts, resolve issues and conflicts, share resources and ensure consistent implementation of effective practices District-wide; evaluate and enhance programs to align to District standards to improve student learning. *E*

Work in partnership with Special Education and General Education teachers to develop effective behavioral intervention plans focused on stabilizing the student in their current setting in support of providing students access to a variety of high quality learning options to achieve their personal best. *E*

Coordinate with IEP teams to develop goals and objectives based on observation, assessment data and family input. *E*

Supervise and evaluate the performance of assigned staff on a regular basis and provide constructive feedback to improve staff effectiveness; provide for training and development of employees in support of professional learning. *E*

Perform related duties as assigned.

**EDUCATION AND EXPERIENCE:**

Any combination equivalent to: master's degree in social/behavioral science or a bachelor's degree and five years experience in an Autism Spectrum Disorder related field; training in a variety of methodologies related to working with students with Autism and Autism programs implementation, including Applied Behavioral Analysis (ABA); bilingual speaking preferred.

**OTHER EXPERIENCE:**

Professional experience working with school aged children with a diagnosis of Autism Spectrum Disorder, including multiple experiences in applying communicative and behavior methodologies in the supports for children with Autism Spectrum Disorder; experience may include but is not limited to: providing behavioral intervention programs to students in the school or home setting, designing and revising as necessary individual programs for students; training families, teachers and/or tutors in behavioral and communicative strategies; conduct training workshops with families and schools; participate in student progress meetings; develop appropriate behavior intervention plans for an educational setting.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Driver's License.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Child growth and development.
- Characteristics of Autism Spectrum and Related Disorders.
- Family Systems and sensory integration.
- Visual strategies, developmental relationship based methodologies, language development, theories of behavioral systems, communicative methodologies.
- Current research regarding methodologies, interventions and treatment, behavior management strategies and techniques relating to pupils who experience atypical control problems.
- Data collection and data analysis methods.
- Applicable Special Education laws, codes, policies, procedures and regulations.
- Interpersonal skills using tact, patience, and courtesy.
- Oral and written communication skills.
- Operation of a computer to enter data, maintain records and generate reports.
- District organization, operations, policies, objectives and goals.

**ABILITY TO:**

- Demonstrate an understanding, patient, sensitive and receptive attitude toward students of varied age groups, exhibiting specialized needs, and on the Autism Spectrum, and their families.
- Possess strong interpersonal skills and ability to build teams, utilize community resources, train and provide leadership to other staff members.
- Appropriately manage student behavior and guide students toward socialized behaviors.

Utilize a variety of instructional materials, methodologies and procedures to create and enhance positive educational environments.

Perform routine clerical tasks and operate a variety of educational and office related machinery and equipment.

Communicate, understand and follow both oral and written directions.

Understand the complexities of working with diverse, multi-cultural and mixed socio-economic student populations.

Establish and maintain cooperative working relationships with a diverse range of children and adults.

Advocate for the needs of children on the autism spectrum, their families and for the success of the District Autism Program.

Comply with District Board Policy.

Analyze situations accurately and adopt an effective course of action.

Plan and organize work to meet schedules and time lines.

Make presentations and deliver in-services in area of specialty.

Supervise and evaluate the performance of assigned staff.

Demonstrate loyalty and high ethical standards.

Learn new or updated computer systems and programs to apply to current work.

Provide direction and support to site leaders, coordinators, and staff in support of district goals and initiatives.

Focus and appropriately allocate resources toward identified goals.

Manage change and design an effective system of reporting progress and monitoring results.

Negotiate skillfully in difficult situations and create solutions to promote compromise.

Think outside the box and develop new methods or solutions inspiring others to reach a common goal

Communicate using patience and courtesy in a manner that reflects positively on the organization.

Actively participate in meeting District goals and outcomes

Apply integrity and trust in all situations.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Classroom, school site, office, professional environments of outside service providers, students' homes; driving a vehicle to conduct work; constant interruptions; contact with dissatisfied or abusive individuals.

**PHYSICAL ABILITIES:**

With reasonable accommodations, if necessary, hearing and speaking to exchange information and make presentations; seeing to monitor students and activities; sitting or standing for extended periods of time; dexterity to operate a computer and other office equipment; reaching overhead, above the shoulders and horizontally, bending at the waist or kneeling to retrieve supplies or other materials.

Fresno Unified School District is an Equal Opportunity Employer and reasonable accommodations are made under the Americans with Disability Act as required by law.

*E=Essential Functions*