

BERKS COUNTY INTERMEDIATE UNIT

POSITION TITLE: Special Education Autistic Support Teacher - Classroom

QUALIFICATIONS:

- A. Pennsylvania teaching certification as required by the Department of Education.
- B. Experience working with students with Autism preferred.
- C. Knowledge and experience using the principles of Applied Behavior Analysis (ABA) and explicit instruction, including Direct Instruction.
- D. Ability to work effectively and cooperatively with administrative, professional, and support staff.
- E. Excellent oral and written communication skills.
- F. Personal characteristics indicative of emotional stability, maturity, flexibility, tactfulness, cooperation, and cheerfulness.
- G. Ability to use technology in the completion and record keeping of educational data.
- H. Ability to perform the following physical activities: stoop, run, sit, stand, walk, bend, lift children, carry thirty (30) pounds, be outside in all seasons, be inside, prepare food, hear within normal ranges, and see within normal ranges.
- I. The holder of this position could be required as part of his or her duties to engage in activities that can be charged to a Medical Assistance (MA) or other state or federal healthcare program. Clearance as a provider by both the Commonwealth of Pennsylvania and the federal government is therefore an essential qualification for this position.

REPORTS TO:

Program Administrator, Special Education & Student Services

POSITION GOAL:

To design, implement, and continuously improve instructional programs tailored to the individual needs of students requiring Autistic Support services, ensuring the effective delivery of specially designed instruction aligned with Individualized Education Programs (IEPs), and promoting success in both school and community settings.

PERFORMANCE RESPONSIBILITIES:

The essential functions of this position include, but are not limited to, the following fundamental duties:

- A. Plan and deliver evidence-based instruction within the least restrictive environment for students with Autism.
- B. Address developmental goals in academics, communication, social-emotional learning, adaptive behavior, and self-regulation.
- C. Implement ABA principles across instructional settings (individual, small group, whole class) to promote skill acquisition and generalization.
- D. Ensure compliance with IDEA, Chapter 14, and BCIU/school district policies.
- E. Conduct and analyze a variety of assessments (academic, functional, formative, and summative) to inform instruction and IEP development.
- F. Develop and maintain IEPs, including progress monitoring and regular updates in collaboration with families and team members.
- G. Maintain consistent, two-way communication with families, service providers, and colleagues.
- H. Create an organized, engaging, and supportive classroom environment.

- I. Monitor and manage instructional resources and materials aligned to student needs.
- J. Establish and maintain classroom expectations and routines that promote student success.
- K. Support completion of Functional Behavior Assessments (FBA) and the development and consistent implementation of Positive Behavior Support Plans (PBSP).
- L. Collaborate with related service providers (e.g., speech, OT, PT) to support integration into classroom routines.
- M. Stay informed about community supports and services relevant to students and families.
- N. Train, supervise, and support classroom staff and volunteers, ensuring consistency in instructional delivery and daily operations.
- O. Collaborate with school district personnel to ensure alignment and continuity of services.
- P. Actively participate in transdisciplinary team meetings, IEP planning, and dispute resolution processes.
- Q. Attend and engage in BCIU and host district meetings, trainings, and professional development activities.
- R. Maintain accurate records, including lesson plans, IEP documentation, attendance, data logs, and supply requisitions.
- S. Respond appropriately to student emergencies, accidents, or health needs.
- T. Refer students for additional services in collaboration with school district teams.
- U. Adhere to safety protocols and emergency procedures.
- V. Demonstrate ongoing professional growth through reflective practice and learning.
- W. Perform other related duties as assigned.

TERM OF EMPLOYMENT:

Exempt, Full Time, Ten months/year. Salary established as per BCIUEA Collective Bargaining Agreement.

EVALUATION:

Performance in this position will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the BCIU Director of Human Resources of any and all reasonable accommodations that will be required.

BCIU is an equal opportunity employment, educational, and service organization.

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| Print Name | |
| Employee Signature | Date: |

Created: April 15, 2025

CC: Employee File