

SPED TEACHER, BEHAVIORAL WITH EMPHASIS ON AUTISM (SCSS)

Rev. Jun 2022

Job No.: T681

Reports to: Principal

Dept./Campus: Assigned Campus

FLSA Status: Exempt

Pay Grade: Teacher Salary Scale

Term: 187 Days

PRIMARY PURPOSE:

To provide special education students who have been identified to need specific communication, social and/or behavioral supports with appropriate learning opportunities and experiences in the area of social skills and behavior to help them fulfill their potential for emotional, social and intellectual growth. Support, accommodate, develop and/or modify curricula and prepare lessons and other instructional materials to student ability levels. **This position may be contingent upon funding in whole or in part through state or federal grants.**

MAJOR RESPONSIBILITIES AND DUTIES

- Collaborate with students, parents, and other members of staff to develop an appropriate IEP through the ARD Committee process for each student assigned.
- Develop and implement lesson plans for assigned students to address social, behavioral and/or communication needs and show written evidence of preparation.
- Collect data on student progress and use the results to plan/modify social skills lessons and behavioral interventions.
- Provide measurable progress monitoring data in accordance with LISD and special education guidelines.
- Plan and use appropriate, and evidenced based instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles, interests and needs of students assigned.
- Work cooperatively with general education teachers to provide feedback and guidance on implementation of students' IEP with specific focus on organizational, social and/or behavioral strategies.
- Participate in ARD committee meetings on a regular basis and prepare and present information about each student assigned.
- Work cooperatively with educational team, including general education, special education, and related service staff, to provide feedback and guidance on implementation of students' current IEP, including assistance with accommodating and/or modifying curriculum.
- Work collaboratively with the educational team to determine goals, objectives, and interventions.
- Conduct annual and ongoing assessment of student achievement through formal and informal testing.
- Have knowledge of each student on caseload and communicate students' disabilities, strengths, and areas of need with teachers and appropriate school staff working with students.
- Be familiar with TEKS, district curriculum documents, website and resources for grade levels to support students.
- Consult and collaborate with district staff and appropriate outside resources regarding academic, social, and personal needs of students.
- Manage student behavior in accordance with Student Code of Conduct, student handbook, and/or individual Behavior Intervention Plans. This includes intervening in crisis situations and may include physically restraining students in accordance with federal and state law.
- Help students analyze and improve social skills and coping strategies.
- Be a positive role model for students and support the mission of LISD.
- Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

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- Assist in selection of social skills materials, books, equipment, and other instructional materials.
- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Communicate student strengths and challenges to parents according to campus/district guidelines.
- Maintain a professional relationship with colleagues, students, parents and community members.
- Participate in staff development/professional learning activities to improve job-related skills within the time period assigned by the district.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required according to campus/district deadlines established.
- Attend and participate in faculty meetings and serve on staff committees as required.
- Demonstrate regular and prompt attendance to ensure a consistent focus on assigned students.
- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- Supervise assigned instructional assistants and beginning teacher(s) as needed.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Bachelor's degree from accredited university.
- Valid Texas teaching certificate with required special education endorsement appropriate to subject and grade level assigned.
- Experience in student teaching, internship, fieldwork, observation and all other placements required by universities or state approved programs for certification. Experience working with individuals with autism spectrum and other social communication disabilities.

Knowledge/Skills/Abilities:

- Knowledge of special needs of students in assigned area; Admission, Review, and Dismissal (ARD) Committee process and Individual; Education Plan (IEP) goal setting process and implementation; curriculum; and instruction.
- Ability to present information accurately and clearly; manage multiple priorities and projects; and instruct students and manage their behavior.

Mental/Physical/Environmental Demands

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- May be exposed to outdoor weather conditions during portions of work day.
- May be required to pass a crisis prevention/intervention course and assist (verbally and/or physically) in crisis intervention.
- Needs to move about inside the classroom or campus to monitor students as necessary.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.
- Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
- Occasional requires lifting up to 25 pounds.
- Occasional prolonged and irregular hours.

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- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize work schedules of others on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Maintain composure and professionalism at all times.