



Board of Education of the City of St. Louis
CAREER OPPORTUNITY

Position Title:	Special Education Process Coordinator/BCBA (Autism)
Payroll/Personnel Type:	12 Month
Job #:	8950
Reports to:	Director of Special Education
Shift Length:	8 Hours a Day
Union Eligibility:	Not Eligible

Position Summary:

The primary function of the Special Education Process Coordinator/Behavior Analyst (Autism) in collaboration with the Special Education Management team is to design and direct implementation of individualized behavior modification intervention plans for students with medical diagnosis of autism and those who meet the criteria under IDEA for the autism program in St. Louis Public Schools. The Behavior Analyst has responsibility for monitoring the instructional programs, ensuring appropriate student placements and overseeing ABA programming for students with Autism Spectrum Disorder.

Essential Functions:

- To coordinate the delivery of services to students with Autism Spectrum Disorder (ASD) district- wide across the continuum of placement
- Training and supervision of ABA Implementers who provide direct ABA Therapy, including discrete trial, assessment completion, plan and goal development, consultation and data analysis
- To coordinate with teachers, ABA implementers and related service providers the type of services and appropriate placement required by each child with ASD to constitute a free and appropriate public education (FAPE)
- To develop training modules for autism classroom teachers and paraprofessionals in the use of evidence based practices and effective strategies for students with ASD
- Evaluates the performance of ABA implementers and ICAs who service students with ASD in coordination with the building principal
- To provide ongoing staff oversight, coaching and demonstration of evidence based practices for ASD
- To develop training modules and supports for general education and cross categorical teachers in conjunction with Special Education Process Coordinators to effectively teach students with ASD in the least restrictive environment
- To coordinate with various city and statewide agencies and providers in order to insure continuity and effectiveness of services for students with ASD
- To identify needs including curriculum, training, equipment and staffing for the autism program district-wide
- Responsible for collecting and maintaining accurate data as required by the district
- To coordinate and supervise all ABA and discrete trial eligibility, training, assessments, programming, personnel and supplies
- To develop, implement and evaluate student programming
- To assist schools and teams in evaluating students with ASD/PDD and determining the level of services to be delivered
- To consult with IEP teams in conducting/completing and utilizing preference and reinforce assessments; functional behavior assessments; and behavior intervention plans as needed
- Assists/consults in writing and implementing IEP goals for students with ASD and/or PDD



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- To ensure that ABA programming is regularly updated and reported by implementers
- To develop transition processes from one program or level to the next including early childhood, elementary, middle, high school, transition to work and movement to and from contractual agencies
- Monitor and review IEPs of SLPS students with autism and those transferring in to the district
- Ensure that instructional care assistants (ICAs) assigned to classrooms have the appropriate training to carry out their assignments, including but not exclusive to training in Autism, ABA Methodology and Discrete Trial
- Participate in meetings to determine the eligibility of students with possible autism spectrum disorders
- In collaboration with the Assessment and Related Services Manager, monitor eligibility for and delivery of music therapy
- Coordinate Mandt de-escalation training, materials and certification (including trainers) district wide
- Work with administrative, instructional and paraprofessional staffs to implement and improve Special Education programs and related services
- Provides consultative support services to teachers, staff and parents as it relates to behavioral intervention strategies and behavior disabilities
- Utilizes available staff development activities to improve self and others
- Communicate with the Director of Special Education areas in which principals, teachers or schools are not in compliance with federal law, state regulations or local guidelines
- Counsel with teachers regarding classroom management, teacher relationships with students, parents, co-workers and administrators
- Counsel regarding instructional objectives, skill development curriculum, use of materials and equipment
- When needed take part in the resolution of formal Child Complaints among parents and/or school staffs concerning the provision of special education services for students with ASD
- Ensure resolution by monitoring timelines and that written notices are sent as required by law
- When applicable represent the District during due process proceedings
- Maintain and share a working knowledge of current trends in special education for students with ASD, instructional materials and strategies in working with atypical learners
- Assist in developing and implementing comprehensive staff development in discrete trial, behavior interventions, and other areas as requested by schools and supervisor
- Participate in the development of grants for school improvement; especially as it relates to behavior management and students with Autism
- Monitor teacher oversight
- Perform other duties as designated by the Director of Special Education

Knowledge, Skills, and Abilities:

- Evidence of good oral and written communication skills
- Knowledge of federal laws governing special education
- Driver's license and vehicle for travel among schools
- Basic computer skills
- Current and ongoing knowledge in all areas of evidence based "best practices" and programming for students with ASD
- Able to train and supervise staff in current effective practices
- Able to converse knowledgeably and respectfully with parents about their child's disability



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- Able to develop compliant IEP goals and objectives, addressing individual disability, strengths and weaknesses

Experience:

- Experience with ABA principles and methodology
- Restraint/MANDT Coordination
- Must demonstrate competence in behavioral skills, instructional skills, oral and written communication, organizational skills and interpersonal relations
- Five (5) years of teaching experience, including at least three (3) years of experience teaching students with autism spectrum disorders

Education:

- Bachelor's Degree in Behavior Science or related field (required)
- Master's Degree (preferred)
- Teacher certification in a Special Education Area (preferred)
- Autism certification (preferred)
- Administration certification (preferred)
- BCBA Certification (preferred)

Physical Requirements:

- Must be physically able to operate a motor vehicle
- Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body
- Light work usually requires walking or standing to a significant degree

Working Conditions and Environment:

- Work is routinely performed in a typical interior/office environment
- Very limited or no exposure to physical risk

Disclaimer:

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.



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Review/Approvals:

Employee _____ Date _____
Immediate Supervisor _____ Date _____

Human Resources _____ Date _____

In connection with hiring for this position the district shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, sexual orientation, age, disability, veteran status or national origin.