



**Orange County Department of Education  
Human Resources Department  
Certificated Management Class Specification**

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**Program Specialist, Autism**

**Class Code: 1176  
Work Days: 220**

**GENERAL PURPOSE**

Observe, consult with, and assist special education staff at the school district level; plan programs, coordinate curricular resources, and evaluate effectiveness of programs for students with autism; participate in staff and program development related to the special methods and approaches of providing special education services; and provide responsible and complex staff assistance as required.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from higher level management staff
2. May provide direct supervision over technical, and/or clerical staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
  2. Coordinate, organize, and plan autism programs for orange county school districts.
  3. Provide ongoing consultation and guidance on the use of new and innovative methods, strategies, and materials which enhance the education progress of special education students with autism; consult with teachers, administrators, and parents regarding the operational aspects of special education programs for children with autism.
  4. Provide assistance to students, parents, teachers, and other staff in solving school-related problems and coordinating instructional programs between home and school.
  5. Participate when necessary in the development of Individualized Education Programs (IEP) which include annual goals and short-term objectives for exceptional students; assist special education staff in coordinating appropriate curricular resources to ensure IEP objectives are met in an organized and sequential manner.
  6. Serve as a resource and liaison to IEP teams regarding placement consideration in unique and difficult cases.
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## **ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)**

7. Participate in the coordination of assessments conducted by various professionals within the school and community.
8. Assist teachers and other professional staff in the development of instructional strategies and implementation of best practices in working with children with autism.
9. Assist staff and families in planning effective transitions from preschool to elementary programs.
10. Respond to emergency situations involving students and student behavior on a routine basis.
11. Demonstrate attendance sufficient to complete the duties of the position as required.
12. Perform related duties similar to the above in scope and impact as required.

## **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

### **Knowledge of:**

1. Basic operations, services, and activities of special education programs.
2. Procedures, methods, and techniques of project and workflow management and organization.
3. Working with children displaying Autism Spectrum Disorders at the preschool elementary levels.
4. Methods used to prompt, reinforce, motivate, and redirect severely disabled students.
5. Various instructional methodologies, including Model Classroom, functional skills, TEACCH, PECS, discrete trial (Lovaas), etc.
6. Developmental sequence and learning theories.
7. Assessment instruments to be used with autistic individuals in the areas of academics and behavior.
8. Laws and regulations regarding confidentiality and the IEP process.
9. Behavior management techniques and procedures including functional analysis/positive behavior support.
10. Best practices regarding the generalization of learning.

### **Ability and Skill to:**

1. Mediate and resolve conflicts in a positive manner.
2. Respond to questions, inquires, and concerns.
3. Effectively participate in the IEP process.
4. Provide technical support and follow-up to program staff.
5. Analyze and interpret instructional and behavioral data to monitor student progress.
6. Model and demonstrate best practices and instruction for both 1:1 and small group settings.

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**Ability and Skill to (cont.):**

7. Develop effective transition plans, maintain educational records, write educational goals, objectives, and consultation summaries, and assist in determining desired student outcomes.
8. Provide assistance/consultation to classroom staff in the planning and organization of the learning environment and materials utilization.
9. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
10. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
11. Establish and maintain effective working relationships with various constituencies.
12. Interpret and explain laws, codes, contracts, policies, and procedures.
13. Develop and present training materials.
14. Prepare clear and concise correspondence, reports, and other written materials.
15. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
16. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

**Education, Training and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is Bachelor's degree from an accredited college or university with major course work in special education and three years of educational experience including at least two years or experience working with special education or related programs.

**Licenses; Certificates; Special Requirements:**

A valid California credential authorizing service as a Special Education Teacher, School Psychologist, Audiologist, or Orientation & Mobility Specialist.

**PHYSICAL AND MENTAL DEMANDS**

*The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**Physical Demands**

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to twenty pounds and lift up to fifty pounds. Safety guidelines must be followed for lifts over fifty pounds. Lifts over fifty pounds have been designed for two, three, or four persons. The position may include occasional need to traverse uneven surfaces.

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### **Physical Demands (cont.)**

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

### **Mental Demands**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

### **WORK ENVIRONMENT**

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Employee typically works in an office environment that is fast paced with high pressure.

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