



# RIALTO UNIFIED SCHOOL DISTRICT

## BEHAVIOR PROGRAM MANAGER/AUTISM Management Job Description

### DEFINITION

Under the direction of the Lead Special Service Agent, the Behavior Program Manager/Autism has advanced training in the education of individuals with exceptional needs and with specialized knowledge of the programmatic needs of children with autism and developmental disabilities. The function of this position is to provide training and supervision to teachers and staff to assure implementation of classroom instructional objectives, lessons, and strategies that are congruent with the needs of students with autism and other identified developmental disabilities.

### ESSENTIAL DUTIES

- Plans programs, coordinates curricular resources, and assists in evaluating the effectiveness of programs for individuals with autism and developmental disabilities.
- Develops strategies for maintaining a classroom environment conducive to student learning and utilizes effective teaching methods and employs a variety of instructional techniques appropriate to the maturity, interest, and needs of the students, especially students with autism and developmental disabilities.
- Provides appropriate achievement and/or diagnostic testing, identifies student capabilities and monitors student progress on a regular basis.
- Enhances the professional growth of staff in the instructional practices for students with autism and developmental disabilities.
- Implements evidence based instructional practices to assist students on the autism spectrum disorder in learning essential reading, math, and writing skills.
- Conducts and/or arranges formal and informal student assessments and participates in the development of students' individual education program (IEP).
- Trains staff regarding behavior analytic concepts, including data collection.
- Schedules and serves as administrator for IEP and progress meetings for students receiving extended day programming.
- Hires and trains autism specialist and instructional assistants.
- Supervises the placement of students in autism programs, SDC programs, and general education classrooms.
- Monitors behavioral needs of students and helps develop positive behavioral intervention plans as needed.
- Disseminates information from conferences and trainings to team working with children with autism.
- Provides parent and staff in-services on relevant behavioral and instructional strategies.
- Collaborates with instructional staff, outside agencies, and consultants to provide supervision of school based and extended day programming.
- Participates in Non-Public School (NPS) IEP meetings as necessary.
- Provides assistance to the special education teaching staff in planning, organizing and coordinating staff functions, necessary staff development, and use of facilities, materials, and equipment purchase.
- Responsible for monitoring curriculum, materials, and methodology in autism and behavior intervention.
- Performs other duties as assigned.

### QUALIFICATIONS

#### Knowledge of:

Extensive knowledge of autism spectrum disorder and advanced level training in autism spectrum disorder and research based interventions such as: Social Communication/Emotional Regulation/Transactional Support (SCERTS); Applied Behavior Analysis (ABA), including Discrete Trial Training (DTT); Functional Communication, Picture Exchange Communication System (PECS), Task Analysis, Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH).

### EXPERIENCE AND EDUCATION

- Possession of a valid California Education Specialist Credential, including Autism Added Authorization.
- Possession of a valid Administrative Credential preferred.
- Possession of a Master's Degree from an accredited University.
- Board Certified Behavior Analyst (BCBA) Certificate.
- Three (3) years' experience working with students with autism spectrum disorder and other identified developmental disabilities;
- Possession of an EL authorization or equivalent if applicable.
- Possession of a Pro-ACT Training Certificate or agreement to complete the necessary training within six (6) months of employment.
- Possession of a valid California Driver's License; must have available private transportation.

**PHYSICAL DEMANDS**

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

**PHYSICAL CLASS:**

**Moderate lifting** - 40 pounds maximum with occasional lifting and/or carrying objects weighing up to 5 pounds.

**WORK AREA REQUIREMENTS:**

Ability to use common school hand tools, computer, telephone and photocopy machine; Ability to traverse any part of a 10-acre campus which would include asphalt, sidewalks, grass on playgrounds, dirt, and bus areas; Spend up to 3 hours a week outside.

**PHYSICAL REQUIREMENTS:**

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Stooping:	Occasionally	Carrying:	Frequently
Bending:	Occasionally	Standing:	0-30 minutes to 1 hour
Lifting:	Occasionally	Kneeling:	Occasionally
Reaching:	Occasionally	Sitting:	0 or may sit 60 minutes a day
Handling:	Frequently	Crouching:	Occasionally
Grasping:	Frequently	Push/Pull:	Occasionally
*Driving:	Must have ability to get to in-service meetings	Fingering:	Occasionally

**\*Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.**

**FREQUENT MOTION:**

Twisting:	Yes – Occasionally	Below shoulder level:	Yes - Frequently
Wrist flexion:	Yes – Occasionally	Shoulder/neck flexion:	Yes – Occasionally Reaching
Reaching to shoulder level:	Yes - Occasionally Forward	Elbow flexion/extension:	Yes - Frequently

**SENSORY REQUIREMENTS:**

Ability to see:	Constantly	Ability to talk:	Constantly
Ability to hear:	Constantly	Ability to smell:	Constantly
Ability to touch:	Constantly		

**MUST BE ABLE TO DEAL WITH THESE ENVIRONMENTAL CONSIDERATIONS:**

Odor:	Yes	Fluorescent lights:	Yes, all day long
Humidity:	Yes, occasionally	Working inside:	95% of the day
Moisture:	Not required	Working outside:	5% of the day
Floor may be slippery at times:	Yes, Tile areas		
Noise:	Must be able to work around “productive noise”		
Heat:	Has own air conditioning/heating may break down		
Working in close quarters with others:	Yes, all day long		

**THIS JOB REQUIRES:**

Alertness:	Yes	The use of two hands:	Yes
Attention to detail:	Yes	Recall of names and dates:	Yes
Ability to work in temperatures down to 40 degrees and up to 110 degrees.			

**ABILITY TO DEAL WITH PSYCHOLOGICAL FACTORS:**

Team work:	Yes	Repetitive tasks:	Yes
Frustration:	Medium	Level of responsibility:	High
Must keep up with schedule:	High	Dealing with angry parents, students:	Yes
Able to work overtime as needed:	High		

**PHYSIOLOGICAL FACTORS:**

Must maintain a high level of consciousness:	Yes	Ability to comprehend and follow directions:	Yes
Orientation to time, place, or person:	Yes	Able to keep up a high activity level during the shift:	Yes
Ability to read at 12 <sup>th</sup> grade level:	Yes		

**DISTRICT REQUIREMENTS:**

TB Skin Test as required by State Law.  
Fingerprints on file as required by State Law.

rlw: 11/2017

**AN EQUAL OPPORTUNITY EMPLOYER  
RIALTO UNIFIED SCHOOL DISTRICT IS A “DRUG and TOBACCO-FREE WORKPLACE”**