

## Chittenden Central Supervisory Union Job Description

JOB TITLE	Interventionist (Autism and/or Behavior) - Pay Grade 9
FLSA STATUS	Non-exempt
UPDATED	8/26/10

### POSITION OBJECTIVES:

To assist and supervise a student on the autism spectrum and/or students with intensive emotional disturbances instructionally, behaviorally and physically in an individualized or general mainstream classroom setting. To implement the student's individual educational program, to play a substantial role in assessing the progress and needs of the assigned student and to develop and modify individualized instructional program.

### ESSENTIAL DUTIES AND RESPONSIBILITIES

- Adapt general classroom material/methods as appropriate to meet the needs of students, in consultation with classroom and/or special education teacher, **Autism Integration Specialist, School Psychologist and/or other professionals.**
- Participate in various community activities and field trips with students.
- Assist in the administration of informal assessments to determine student progress and/or level of achievement.
- Assist in developing, compiling and organizing instructional materials, under the direction of the classroom teacher or special educator, **Autism Integration Specialist, School Psychologist and/or other professionals.**
- Play a supportive role in evaluating student progress, problems and needs. Participate in developing formats for student instruction and teaching strategies, and other activities as assigned. Conduct task analysis and data collection on student performance.
- Assist students as required with toileting, self-care, eating, wheel chair transport and transfer. Check and adjust hearing aids, and other duties as assigned.
- Maintain working files, record grades and gather and record a variety of data related to student performance, progress and behavior.
- Make photocopies, order supplies, and perform related office work.
- Participate in team meetings upon request to assist in developing student plans, and assessing and evaluating student needs and progress. Confer with teachers, parents and administrators as appropriate concerning various matters pertaining to the students.
- Assist students physically as required. Such could include implementing non-aversive restraint techniques in accordance with established protocols as necessary.
- Attend and participate in all relevant training sessions, meetings and professional growth activities as requested and/or required.
- Assist with the transportation of assigned students as requested.
- Process routine communications, such as parent logs, permission slips, meeting reminders, staff meeting notices, and the like.
- Implement instructional and behavioral programs for students, under the general direction of classroom and/or special education teachers, **Autism Integration Specialist, School Psychologist and/or other professionals.** This includes working with students, both individually and in small groups, in a variety of academic areas and life skills.
- Implement and practice behavior management/modification plans and programs for and with students.

- Assist and/or instruct students in basic life skills, such as general behavior, dressing/undressing for outdoors, toileting, care of belongings, insertion and adjustment of hearing aids and use of other special equipment, and other areas as assigned.
- Supervise student(s) when teacher is absent from the room.
- Assist in transporting students in, and transferring them to and from specialized equipment, such as wheelchair, stand and the like. Maintain a good working knowledge of such equipment, and ensure equipment in is proper working order
- Implement or assist in implementing a variety of assistive and medical therapy as directed by a Specialist. Such may include but is not limited to respiratory therapy, physical and occupational therapy, speech therapy, administering medications as needed under the direction of the school nurse and implementing a variety of feeding programs.
- Assist students as necessary with toileting, toilet training, diaper changing, catheterization, colostomy bags: self care skills.
- Provide other types of physical assistance as needed including lifting and carrying the student, wheelchair transfer etc.
- Keep detailed data on student progress using task analysis, behavioral charts and other measures.
- Implement the program developed by the IEP team.
- Evaluate student progress, problems and needs. Participate in developing formats for student instruction and teaching strategies, and so forth. Conduct task analysis on student performance.
- Keep up-to-date on relevant teaching methods and strategies in autism and emotional disturbances. Share newly learned information with the team.
- Assist with the monitoring of assigned students for signs of disruptive behavior such as violence, verbal outbursts, and episodes of destructiveness in efforts to curtail such behavior.
- Implement and monitor behavior management plans and crisis prevention/intervention plans for assigned students under the direction of the School Psychologist and/or Autism Integration Specialist.
- Effectively manage aggressive student behavior.
- Under the direction of the School Psychologist and/or Autism Integration Specialist, work with assigned students on socially acceptable behavior by employing techniques such as behavior modification and positive reinforcement; use approved social skills curricula to promote pro-social behavior and implement de-escalation strategies.
- Attend and actively participate in required or requested trainings that may take place during non-student days (e.g., during the summer and/or during school vacations) and/or before/after school hours.
- Other related duties as assigned.

#### **SUPERVISION RECEIVED:**

Reports to and receives technical direction from the Autism Integration Specialist, School Psychologist, or other special education teacher. Receives general administrative direction and oversight from the school principal or director of special education services. Evaluated by the school principal or director of special education services with input from the supervising Autism Integration Specialist, School Psychologist, or other special education teacher. Works independently with student.

#### **SUPERVISORY RESPONSIBILITIES:**

No formal supervisory duties. May train, assist and occasionally direct junior co-workers and parent volunteers, but generally works along with those persons.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Bachelor's degree in psychology, mental health, education or other appropriate discipline, plus 1 to 2 years of directly related experience or training working with children on the autism

spectrum and/or with severe emotional disturbances, or a minimum of two years of higher education and 3 to 4 years of experience from which comparable knowledge and skills are acquired.

- Licenses/Certification. Valid Vermont driver's license and good driving record, and willingness and ability to transport students using private vehicle preferred, but not required.
- Language Skills. Ability to read and interpret documents such as **task analysis and behavioral data.** Ability to **write routine reports** and correspondence. Ability to speak effectively. Demonstrated broad knowledge of **approaches for teaching students who have autism spectrum disorders.** Ability to effectively present information to and respond to questions from students, faculty, supervisors and educational team.
- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred. **Ability to use adaptive technology with the student such as Dymomite.**
- Reasoning Ability/Mental Requirements. Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Knowledge. **Must be well versed in relevant and eclectic teaching technologies including project T.E.A.C.C.H., Discrete Trials, etc.** Good working knowledge of **autism spectrum disorders and severe emotional disturbances including teaching methods, theories and laws.** Good understanding of standard classroom operations and teaching methods. Willingness and ability to be trained in restrictive behavioral intervention
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to remain calm, efficient and effective in responding to stressful situations and possible medical emergencies.
- Other Qualifications. Experience working with children/adolescents. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). First aid and CPR training desirable. Ability to remain calm and efficient in responding to medical emergencies.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

**PHYSICAL EFFORT AND STRESS.** Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	

USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	O		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/STOOPING	O		X	
PUSHING/PULLING	O		X	
TWISTING	O		X	
CLIMBING	O			X
BALANCING	O		X	
CROUCHING	O		X	
KNEELING	O		X	
CRAWLING	O		X	
REACHING (i.e., overhead)	O		X	
HANDLING	F		X	
DRIVING	O			X
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	C		X	
RESOLVING CONFLICTS	C		X	

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

#### Definitions - Physical Demands

**Sitting:** remaining in a seated position

**Standing:** remaining on one's feet in an upright position at a work station without moving about

**Walking:** Moving about on foot

**Seeing:** Perceiving with the eye

**Hearing:** Perceiving or listening to sound by ear

**Talking:** Articulating, speaking or discussing using spoken words

**Dexterity:** Skill in the use of hands and fingers

**Lifting:** Raising or lowering an object from one level to another (includes upward pulling)

**Carrying:** Transporting an object, usually holding it in the hands or arms or on the shoulder

**Bending/Stooping:** Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

**Pushing:** Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

**Pulling:** Exerting force upon an object so that the object moves toward the force (includes jerking).

**Twisting:** Rotating; moving to face in alternate direction.

**Climbing:** Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

**Balancing:** Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

**Crouching:** Bending the body downward and forward by bending the legs and spine.

**Kneeling:** Bending the legs at the knees to come to rest on the knee or knees.

**Crawling:** Moving about on the hands and knees or ha

**Reaching:** Extending the hands and arms in any direction

**Handling:** Seizing, holding, grasping, turning, or working with hands

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.