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**TEACHER, SEVERELY DISABLED-AUTISM, SPECIAL EDUCATION**

**Definition:**

Under the direction of a Special Education Principal, provides students who are severely disabled an instructional program based on student time on task and encompassing mastery learning theory.

**Distinguishing Characteristics:**

- Broad background, extensive knowledge and practical application of principals, practices, methods and strategies applicable to students with serious emotional disturbances or severe disabilities;
- Strong assessment skills appropriate for severely disabled individuals.

**Supervision Exercised and Received:**

General direction is provided by a principal and/or an assistant principal.

**Examples of Duties and Responsibilities:**

Duties and Responsibilities may include, but are not limited to, the following:

- Develop goals and objectives for multi-graded classes and variety of handicap conditions;
- Implement Individual Education Programs (IEP) for all students;
- Provide direct instruction and services to students;
- Monitor student progress as it relates to established IEP's;
- Work as a member of a trans-disciplinary team for planning and implementing data based instructional programs;
- Develop transition plans to move students to targeted integrated or community based activities, and/or transition to adult lifestyles;
- Provide a thorough assessment and diagnostic process for an individualized instructional program;
- Provide information and support to parents and families when appropriate;
- Maintain accurate reports, records and files on individual students;
- Assist in identifying, developing and implementing appropriate use of resources for instructional application;
- Maintain effective working relationships with parents, school personnel and other agency staff;
- Insure a safe and healthful environment for all students in programs adhering to all applicable laws, codes and County Office policies;
- Perform related duties as assigned.

**Employment Standards:**

Knowledge of:

- Interagency relationships and effective methods of program coordination;
- Laws, codes and regulations as they relate to special education;
- Personal qualities of leadership, integrity, fairness, optimism, self-confidence, persistence and vitality.

Ability to:

- Organize, prioritize and deliver a variety of instructional strategies;
- Expresses ideas and concepts clearly and concisely in both oral and written form;
- Establish and maintain cooperative working relationships with students, teachers, staff and parents;
- Work with acting out and disturbed students, in a highly structured behavioral program.

**Education and Experience:**

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- Bachelors Degree from an accredited college or university; Masters Degree with an emphasis in special education is preferred.

Experience:

- Three (3) years successful teaching experience working with a wide range of age groups and handicapping conditions preferred. Experience with Autism is desirable.

Credentials:

- A valid California Specialist Credential in Special Education authorizing Severely Handicapped or an Education Specialist Instruction Credential with the Moderate/Severe Disabilities. An EL authorization is required.

**Physical Demands (Level I):**

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.

(Note--Terms used in this section are defined as follows: Rarely--1 to 10%; Occasionally--11 to 33%; Frequently--34 to 66%; and Continuously--67 to 100% of the workday.)

Sitting:	Rarely
Standing/Walking:	Continuously
Waist Bending:	Occasionally to Frequently
Neck Bending:	Occasionally to Frequently
Squatting:	Occasionally
Climbing:	Rarely to Occasionally
Kneeling:	Occasionally
Crawling:	Rarely to Occasionally
Neck Twisting:	Occasionally to Frequently
Waist Twisting:	Occasionally
Pushing/Pulling:	Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
Running:	Occasionally
Reaching:	

Above Shoulder:	Occasionally
Below Shoulder:	Frequently
Lifting/Carrying:	
0-10 lbs:	Frequently - weights carried 50 to 100 feet at a time
11-25 lbs:	Occasionally- weights carried up to 100 feet at a time
26-50 lbs:	Occasionally - weights carried 10 to 100 feet at a time
51-75 lbs:	Frequently - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
76-150 lbs:	Occasionally - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers
Hand Activities:	
Repetitive Hand Use:	Occasionally
Simple Grasping:	Frequently
Power Grasping:	Occasionally
Fine Manipulation:	Rarely
Hand and Arm Twisting/Turning:	Occasionally to Frequently
Computer Operation/Writing:	Rarely

- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance.
- May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles.
- Must be able to lift and physically restrain students at times, to take appropriate action in emergency situations, and follow procedures in a calm, responsible manner.
- Must be able to communicate and exchange information, effectively discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
- Must be able to detect visual and non-visual warning signs of developing physical or emotional situations that may require attention from staff.
- Must be able to prepare and monitor legal and educationally appropriate special education documents including IEPs and behavior plans.
- Must be able to express self effectively verbally and non-verbally in classroom with staff, students, and parents.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively manage an orderly and safe learning environment.
- Must have normal vision, corrected or uncorrected.

**Work Environment:**

The following conditions may be present:

- Walking on uneven ground when outdoors;
- Exposure to student illness, injuries, infections and bodily fluids;
- May be exposed to chemicals contained in cleaning products;
- May be required to maneuver into awkward positions.

**Other Requirements:**

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California drivers license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.