

WESTMINSTER SCHOOL DISTRICT CLASSIFICATION STATEMENT

TITLE: LEAD, SPECIAL EDUCATION CASEWORKER

BASIC FUNCTION:

Under the direction of a certificated Special Education Teacher experienced in autism, and the general supervision of the Administrator, Special Education, assists with the coordination of the Discrete Trial Training (DTT) program, oversees activities of Special Education Caseworkers and provides training and instruction to entry level and less experienced Special Education Caseworkers, conducts scheduling and other organizational duties necessary for the functioning of the program and performs related work as assigned.

DISTINGUISHING CHARACTERISTICS:

The Lead, Special Education Caseworker, oversees activities and schedules of Special Education Caseworkers, including program instruction and assistance to entry level Special Education Caseworkers in Discrete Trial Training (DTT). The Special Education Caseworker, works with students in a specialized program such as the Discrete Trial Training (DTT) program.

ESSENTIAL DUTIES:

Coordinate with preschool assessment team regarding placement of students in DTT program; obtain information to set up program from Individual Education Plan (IEP).

Schedule tutoring hours on and off-site; make appointments of Special Education Caseworkers based on schedules and Individual Education Plan (IEP) needs.

Assist Special Education Caseworkers in development, implementation and reinforcement of DTT training, providing demonstration and instruction to less experienced aides through appropriate instructional methodologies and techniques such as modeling and/or shadowing.

Observe drills and conduct probes to implement behavioral strategies and program modifications in accordance with the student's Individual Education Plan (IEP); report and provide input to certificated staff regarding student's performance, behavior and progress.

Act as a liaison between the Autism Specialist and the families; families and DTT staff; and staff and consultant/Program Specialist.

Oversee operation of DTT program and staff on a daily basis.

Determine supply and material needs necessary for program implementation. Collect and create materials needed for each individualized program.

Conduct team meetings as necessary to inform DTT staff of necessary information.

Participate in on-going training programs with district employees, West Orange County Consortium for Special Education (WOCCE) staff or members of SUCSESS (Strategies for the Utilization of Comprehensive Strategies for Ensuring Student Success) team.

Provides "Discrete Trial Training" therapy, including intensive behavior intervention, to children diagnosed with autism in a school and/or home setting.

Organizes and maintains program notebooks, materials and confidential student records; utilizing a computer work station and other office equipment.

Assures the health and safety of assigned students by following health and safety rules.

Collects data, and writes short narrative therapy reports regarding a child's progress and other interesting incidents; and submits the information to his/her supervisor for evaluation.

OTHER REPRESENTATIVE DUTIES:

May assist students in classroom activities and/or transferring students to and from busses, classrooms and events.

May work with the children in their development of basic academic skills, psycho-motor skills, self-help skills and social skills.

May serve as a substitute for an absent Special Education Caseworker.

When working with children, implements behavioral strategies and program modifications in accordance with the students' Individual Education Plan (IEP).

May assist assigned children with basic care activities, including dressing, toileting, feeding, grooming and some medical needs.

Performs a variety of clerical duties in relation to student instruction and the creation and maintenance of files and records.

Performs other related duties as assigned or required.

ORGANIZATIONAL RELATIONSHIPS:

Supervision: Reports to the Full Inclusion Program Coordinating teacher for work direction, particularly in the area of "Discrete Trial Training;" and to the Administrator, Special Education for supervision and evaluation.

Internal Contacts: Continuous contact with members of the Special Education staff, including teachers, psychologists, therapists, specialists, the Special Education Administrator, school principals, and clerical support personnel.

External Contacts: Frequent contact with parents or guardians of assigned students.

KNOWLEDGE OF:

The general needs and behavior of children diagnosed with autism; including an understanding of the children's unique learning needs.

Appropriate behavior management techniques and interventions for use with special education students.

Discrete Trial Training (DTT) and intensive behavioral intervention (IBI) methods and record keeping.

Effective training practices and principles.

Child guidance principles and practices, especially as they relate to children diagnosed with autism.

Basic subjects taught in elementary schools, including arithmetic, grammar, spelling, language, and reading.

Safe practices for in-classroom and recreational activities.

Standard American English usage, grammar, spelling, punctuation, and vocabulary.

Reading and writing communication skills.

Oral and written communications skills.

Interpersonal skills; using tact, patience, and courtesy.

Record-keeping techniques, and use of computer software.

ABILITY TO:

Problem solve and use good judgment.

Provide direction and work guidance to others.

Motivate and guide the work of others.

Establish and maintain effective relationships with children diagnosed with autism and their parents or guardians.

Supervise children diagnosed with autism without other direct assistance; demonstrating an understanding, patient and receptive attitude toward assigned students.

Tutor individuals or small groups of students diagnosed with autism in a special class program and/or “Discrete Trial Training Home Program.”

Implement social skills training in accordance with a child’s Individual Education Plan (IEP).

Learn “T.E.A.C.C.H” (Treatment and Education of Autistic and other related Communication with Children with Handicapped conditions.) techniques.

Implement Discrete Trial Therapy techniques in accordance with prescribed procedures.

Be punctual, maintain therapy schedules, and keep children focused on assigned tasks for the specified durations prescribed.

Administer non-corporal discipline to assigned students in accordance with prescribed procedures and approved policies.

Exercise flexibility, patience and sensitivity while working in difficult situations.

Utilize and apply speech and language and psycho-motor therapy techniques as prescribed.

Print and write legibly.

Make arithmetic calculations quickly and accurately.

Learn the procedures, functions, and limitations of assigned duties.

Understand and follow both oral and written directions.

Ability to write routine reports.

Communicate effectively with children and adults.

Operate a computer and other office equipment.

Read, interpret, and follow rules, regulations, policies and procedures.

Perform clerical duties, such as filing, duplicating, and maintaining simple records.

Work confidentially, with discretion.

Establish and maintain effective working relationships with other staff members.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: high school diploma and one (1) year or more related experience and/or training in working with special needs children. Prior experience as a special education instructional assistant, lead or supervisory experience and/or special education caseworker . College level training in child care, psychology, education and training of atypical children preferred.

Completion of Discrete Trial Training Program. Attendance at district-established on-going training sessions and clinics are requirements for continued employment.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel, as well as being able to talk and hear. The employee frequently is required to sit and reach with hands and arms. The employee is often required to stand, walk, stoop, kneel, crouch and move rapidly. The employee must frequently lift and/or move items weighing up to 25 pounds and sometimes lift and/or move objects weighing up to 60 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

LICENSES AND OTHER REQUIREMENTS:

Possession of a valid California driver's license and insurability by the District's liability carrier.

PREPARED BY: Classified Personnel Department DATE: 5/05

APPROVED BY: Board of Trustees DATE: 5/16/05

APPROVED BY: Personnel Commission DATE: 6/21/05