

DeKalb County School District

Position Specification

Title: Special Education Liaison

DIVISION School Based
DEPARTMENT School Based
REPORTS TO Principal

CLASSIFICATION Teacher **LEVEL** Teacher
CALENDAR 10 Month **FLSA** Exempt
RETIREMENT Teachers Retirement System **APPROVED (HR)** 07/02/2012

General Statement of Job

Under general supervision, provides training and other forms of technical assistance in instructional strategies, educational planning, behavior management and student assessment to teachers of students with disabilities, including students diagnosed with autism, intellectual disabilities, specific learning disabilities and emotional and behavioral disorders.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Models and provides training to teachers and paraprofessionals in effective classroom management, instructional strategies and specialized issues related to students with disabilities; serves as a mentor and coach in order to improve teacher performance and student achievement; trains and monitors teachers in curriculum implementation, student assessment and data collection.
- Monitors implementation of AYP state alternative assessments for students with significant cognitive disabilities.
- Adapts and modifies curriculum materials based upon individualized student needs in order to provide meaningful access to grade level curriculum for students with disabilities.
- Consults with parents, teachers and administrators regarding issues relating to student performance; assists in the development of Individualized Education Plans (IEP) for students.
- Develops work opportunities, obtains specific job sites, prepares schedules and placements at sites and arranges transportation to work sites for

students with intellectual disabilities and students with autism.

- Provides technical assistance in behavior crisis situations and develops/monitors appropriate behavioral intervention plans.
- Provides written documentation of classroom and student observations to teachers and administrators.
- Performs other duties as assigned.

Education and/or Experience

Master's Degree in Special Education, Curriculum Development, Education Administration or closely related area is required.

Minimum five (5) years special education classroom teaching or closely related experience is required.

Certificates, Licenses, Permits: None.

Knowledge, Skills & Abilities

May require:

Knowledge of normal and abnormal child development; educational principles and approaches pertinent to children with traumatic brain injuries, children with various intellectual and learning disabilities, special needs preschool children, visually, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; principles in teaching students with severe or profound intellectual disabilities; autism; learning disabilities; general and functional curriculum; applied behavior analysis; measurement systems and educational assessment; special education laws and regulations; augmentative and alternative communication; assistive technology; and physical and sensory impairments

Skill in oral, written and interpersonal communication, including communications for sight, hearing and speech impaired; establishing and/or facilitating individualized and group special education, vocational and community skills training programs, programs for the disabled, speech and language programs and teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; leadership; public speaking; providing training to adult learners; instructional programming; organization; observation; negotiation/mediation; behavior management; and record keeping

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities; provide individual and group instruction in students' homes, the classroom and specialized facilities; enhance student competence and incorporate formal and informal outside resources into educational processes; make effective presentations; assess students; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously

ADA Requirements:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.

Reaching: Extending hand(s) and arm(s) in any direction.

Standing: Particularly for sustained periods of time.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication, and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Other important factors of seeing are vision, acuity, depth perception, accommodation, field of vision, and color vision.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

Disclaimer: Information contained within this position specification only summarizes information for interested individuals. The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position. If there is a discrepancy between the information in this position specification, the current documents obtained in the Division of Human Resources will always govern. The DeKalb County School District reserves the right to modify, alter or discontinue these reference materials for any reason.