



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title: **Integrated Services Autism Coach**
Job Family: **Licensed**
Prepared/Revised Date: **March 19, 2025**

FLSA Status: **Exempt**
Pay Range: **T Schedule**
Job Code: **22101**

SUMMARY: Responsible for working with autism teachers to implement academic, social, communication, and behavioral interventions and curriculums specific for students who are district placed in PSD's Autism Program. Provide training on specific social, language, academic, and behavioral interventions to paraprofessionals who work directly with students to support goals and objectives. Collaborate with general education staff to provide appropriate accommodations and instruction for students.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Support individual educators and teams:
 - a. In responding to the instructional needs of students
 - b. With developing behavior intervention plans
 - c. Developing data collection systems
2. Ensure that autism teachers are effectively using curriculum that meets the needs of their students. Use data collection systems to indicate progress on goals and objectives.
3. Provide direct instruction across curriculum to students with a wide range of skills, in large, small, and/or one-on-one situations. Model implementation for special education staff.
4. Support teachers in the management of paraprofessional staff, including following the expectations of the CBA Paraprofessional Handbook. Help build teams to create schedules, organize and facilitate schedules of students and paraprofessionals, and assist in the development of a comprehensive schedule for the Integrated Services department.
5. Assist in the direction of special education paraprofessionals, and if hold a BCBA certification, will direct the work of Registered Behavior Technicians by providing targeted training, coaching, and feedback.
6. Support autism teachers with communicating students' progress and needs with parents/guardians through support and development of a legally defensible IEP.
7. Collaborate:
 - a. With teachers, support personnel, administrators, and other special education providers to enhance instruction, to support student behavioral challenges and improve student outcomes
 - b. With outside agencies to promote student success
 - c. With colleagues in team and building-based meetings and discussions



8. Demonstrate a commitment to:
 - a. Understand, appreciate, and make accommodations for student diversity
 - b. Include and engage families in the student's education
 - c. Support all Poudre School District policies, procedures, and expectations
 - d. Provide personal and professional excellence, and if a BCBA, by upholding ethical standards set forth by the Behavior Analyst Certification Board
9. Participate in:
 - a. Department, team, building, IEP/staffing, and district meetings and discussions
 - b. Student and/or family conferences and other meetings
 - c. Social, cultural, interscholastic, and extracurricular activities
 - d. Professional growth opportunities for licensed and classified staff
10. Provide professional growth opportunities for licensed and classified staff.
11. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master's degree in Mental Health, Counseling, Special Education or related field required
- Experience working with at-risk youth required
- Experience instructing students in a school-based setting preferred

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Valid Colorado Special Education Teacher or Special Services license with appropriate endorsements required
- Current BACB (Behavior Analyst Certification Board) certification strongly preferred

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Math and accounting skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred
- Ability to work supportively with other teachers, staff, and administrators to provide an effective learning environment
- Ability to communicate with students, parents/guardians, staff, and community members.
- Ability to be a part of and work with a team
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- Ability to maintain honesty and integrity in all aspects of the job



- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook, FrontPage, and/or other department software packages
- Operating knowledge of and experience with typical educational/instructional technology equipment and programs
- Operating knowledge of and experience with typical office equipment

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	Integrated Services Assistant Director	
Direct reports:	This job has no direct supervisory responsibilities.	

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feed		X		
Reach with hands and arms		X		
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk				X
Hear				X



PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		X		
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze			X	
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute		X		
Synthesize		X		
Evaluate				X
Interpersonal Skills				X
Compile		X		
Negotiate	X			

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			



WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	