

## PARENT TRAINER – BOCES #2

DISTINGUISHING FEATURES OF THE CLASS: Under the general supervision of the Supervisors of Special Services of the Southern Westchester BOCES Center for Special Services, incumbents provide in-home training to parents of autistic/behavioral students to target problem behaviors and reinforce specific intervention strategies that are used in the classroom. Incumbents participate in team meetings to assist in determining needs and suggesting appropriate interventions. Supervision is not a responsibility of this position. Does related work as required.

### EXAMPLES OF WORK: (Illustrative Only)

Facilitates the use of successful behavioral intervention strategies in the home environment that are used in the classroom/school;

Conducts needs assessment in the home environment in order to determine how best to provide support to parents through intervention strategies;

Trains parents in the use of Activities in Daily Living (ADL's) such as bathing, feeding, dressing, and grooming in order to develop workable routines;

Structures appropriate communication systems to be used in the home that will reinforce those used in school such as sign language or Picture Exchange Communication System (PECS), and sets up schedule for the use of PECS in the home;

Provides parents with intervention techniques to increase child's social-communication skills during daily activities and routines;

Provides problem solving strategies to parents related to the child's home routine;

Assists parents in developing pro-social behaviors, such as turn taking and waiting, greeting, communicating wants and needs, and positive behavioral supports such as providing for sensory needs, effective reinforcement, approval and play;

Participates in team meetings with psychologists, special education teachers, occupational and physical therapists and center supervisors to determine appropriate intervention strategies and supports for parents and student in the home environment;

Assembles materials (such as schedules, visual cues and symbols, "first / then" boards) for home use with students in classrooms using sign language or Picture Exchange Communication System (PECS) in the school program;

Videotapes students (with written parental consent) in the classroom at the beginning and end of the school year to track progress; also videos target behaviors (with written parental consent) with the purpose of demonstrating school interventions to parents and documenting effectiveness of intervention;

Follows the goals of the child's Individual Education Plan (IEP) and assists parents in supporting those goals;

EXAMPLES OF WORK (Illustrative Only) (continued)

Maintains notes of in-home observations;

Uses computer applications such as spreadsheets, word processing, calendar, e-mail and database software in performing work assignments.

REQUIRED KNOWLEDGE, SKILLS, ABILITIES AND ATTRIBUTES: Good knowledge of research based intervention strategies for students with Autism Spectrum Disorders; familiarity with autism intervention strategies; ability to work effectively with students on the autism spectrum; ability to communicate effectively and tactfully with a diverse group of parents of children with autism spectrum disorders; ability to work in a variety of home environments in a positive, non-judgmental way; ability to participate in a multi-disciplinary team in a collaborative manner; ability to communicate effectively both orally and in writing; ability to read, write, understand and communicate in English sufficiently to perform the essential functions of the position; ability to effectively use computer applications such as spreadsheets, word processing, calendar, e-mail and database software; sensitivity; resourcefulness; discretion; physical ability commensurate with the demands of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: An Associate's Degree\* in Special Education, Psychology, Social Work or Behavioral Science and either: a) three (3) years of experience where the primary function of the position was working with elementary or middle school students or young adults with autism spectrum disorders in a classroom or day care environment; or b) three (3) years of experience in a social service agency working with families of children and/or young adults with autism spectrum disorders.

SUBSTITUTION: Satisfactory completion of an additional 30 credits\* towards a Bachelor's Degree\* in one of the fields stated above may be substituted on a year for year basis for up to two (2) years of the work experience described above. However, there is no substitution for the one (1) year of work experience.

NOTE: Unless otherwise noted, only experience gained after attaining the minimum education level indicated in the minimum qualifications will be considered in evaluating experience.

\*SPECIAL NOTE: Education beyond the secondary level must be from an institution accredited or recognized by the Board of Regents of the New York State Department of Education as a post-secondary, degree-granting institution.

SPECIAL REQUIREMENT: Possession of a valid license to operate a motor vehicle in New York State will be required at the time of appointment.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS:

In accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.