POSITION GUIDE

Position Title:	Autistic Support Service Coordinator	**Code:**	
Department:	Early Childhood Special Education Services	**Group:**	PROF
Reports to:	Preschool Early Intervention Supervisor	**Date:**	April 2026

PURPOSE OF POSITION:

To provide student and classroom-focused consultation, coordination, and evaluative support within the Preschool Early Intervention Program, guiding educators, service providers, and families in the delivery of effective instructional and behavioral supports for young children.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high-quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high-quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***
- ***embody the IU13 Keys to the culture***

1. Provides responsive and collaborative consultation to classroom teachers, itinerant teachers and related service providers within the assigned region, acting as the first point of contact for concerns related to assigned students in the Service Coordinator's region.
2. Provides direct support to classroom teachers within the assigned region, serving as the primary point of contact regarding any assigned classroom in the Service Coordinator's region.
3. Collaborates with IEP teams, including parents and guardians, to provide supportive and responsive consultation aligned with early intervention principles within the Service Coordinator's assigned region.
4. Supports regular and special education classroom teachers by guiding instructional programming, behavioral intervention planning, and the implementation of evidence-based practices aligned with early intervention principles.
5. Completes all assigned consultations and classroom observations within the assigned region, ensuring timely, thorough documentation, effective communication, and appropriate follow-up.
6. Submits requests to secure services and coordinate approved supports for all eligible children in the Service Coordinator's assigned region, following established procedures and timelines.
7. Conducts required evaluations (e.g., Functional Behavioral Assessments) and completes all resulting documentation (e.g., Positive Behavior Support Plans) in compliance with state regulations and within required timelines.
8. Conducts para-educator training as requested
9. Contributes to the effective team management of all problems, issues, and opportunities.
10. Adheres to the established work schedule through regular and consistent attendance.
11. Performs other related duties as assigned by the Program Supervisor.
12. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.

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MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required:	Master's degree preferred OR significant classroom experience in lieu of Master's degree
Certification Required:	PA Certification in Special Education with a grade scope that includes PreK
Experience Required:	Minimum of three years
Travel Required:	Regular travel to multiple locations using a personal vehicle is required

SUPERVISION OF PERSONNEL:

N/A

ESSENTIAL PHYSICAL REQUIREMENT

The strength and ability to lift and/or assist in lifting pupils of ages ranging from pre-school to the age of beginners and their assistive appliances. Considerable bending, stooping, and squatting must be tolerated, as well as the ability to possibly restrain students in emotional stress.

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities:	Sit: 50% Walk/stand: 50% Driving to other locations: As needed
Lifting:	Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below)
Vision:	Close concentration
Mental Demands:	Interpret, analyze and problem solve
Environment:	Varies

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