



## SPECIAL EDUCATION TECHNICIAN

### Pre-Qualifying Process - Requirements and Qualifications

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**Place of Work:** Student Services – Project Harbour: ASD

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#### Nature of the Work

The principal and customary work of an employee in this class of employment consists in working with a multidisciplinary team to apply special education techniques and methods in keeping with an individualized education plan intended for handicapped students or students with social maladjustments or learning difficulties or in keeping with a program designed for students requiring specific support.

#### Requirements and Qualifications

- Diploma of College Studies in Special Care Counselling or a diploma or an attestation of studies recognized as equivalent by the competent authority
- Certificate dated no more than three (3) years attesting to the successful completion of:
  - a standard first aid course of a minimum eight (8)-hour duration
  - a refresher course of a minimum six (6)-hour duration updating the skills acquired
- Four (4) years of directly relevant experience
- Working knowledge of French (both oral and written)
- Fluency in English language skills, both oral and written, with a knowledge of report writing and data collection
- Knowledge of Microsoft Word and Outlook for day to day operations
- Ability to use technology to create visual strategies for all school environments
- Experience with students (elementary and High School) with Autism Spectrum Disorder (ASD) with extreme behavior difficulties (e.g. meltdowns, aggression) and possess the knowledge of effective strategies to help them calm down, self-regulate, and recover from the emotional distress
- Experience implementing assistive communication devices (e.g. PECS, core boards) and TEACCH strategies
- Knowledge and an excellent understanding of best practices pertaining to Autism Spectrum Disorders
- Knowledge of behavioral difficulties related to autism as well as other related diagnosis such as: intellectual delays, Oppositional Defiant Disorder (ODD), Obsessive Compulsive Disorder (OCD), Attention Deficit Hyperactivity Disorder (ADHD), motor difficulties, anxiety, language delays, Attachment Disorder, Social Maladjustment, and Emotional Trauma
- Understanding of the various special education settings and classrooms within the English Montreal School Board (Welcoming Classes, ASD classes, Early Stimulation Classes)
- Excellent interpersonal and communication skills, and the ability to collaborate with various stakeholders
- Basic knowledge of the elementary and high school curriculum
- Knowledge of prevention and intervention behavior plans as well as Individualized Education Program's (IEP)
- Knowledge of sensory integration theories and applications as well as various observational tools
- Ability to actively participate in multi-disciplinary meetings
- Ability to respond to crisis situations in which there is physical and verbal violence
- Ability to foster relationships between several parties
- Knowledge of workshop design and delivery and the ability to implement sensitivity sessions within the schools
- Access to a vehicle is considered an asset
- Flexibility to visit multiple schools on the EMSB territory in the same day

#### Testing and Interview

The Human Resources Department will contact the selected applicants to undergo a testing session related to the post. Only the applicants who successfully pass the tests will be convened for an interview.

To view the job description as outlined in the classification plan [click here](#)  
or visit their website <https://cpn.gouv.qc.ca/cpnca/en/negotiations/plan-de-classification/personnel-de-soutien/>

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The masculine gender was used in this posting to facilitate the reading.

The English Montreal School Board has implemented an Equal Access Employment Program in accordance with the Act respecting equal access to employment in public bodies and encourages applications from women, members of visible and ethnic minorities, aboriginal and handicapped peoples.