

KERN COUNTY SUPERINTENDENT OF SCHOOLS
APPROVED MAY 2012
RANGE: 39
CLASSIFIED
CODE: 7

EARLY START INSTRUCTIONAL ASSISTANT – SIGN LANGUAGE

DEFINITION

Under general supervision, train parents and caregivers of special needs infants, including children with severe hearing impairments, ages birth to three, in developmental intervention activities;

act as a liaison between certificated teaching staff, parents and agencies;

to perform a variety of developmental intervention activities with children with severe hearing impairments.

EXAMPLES OF DUTIES

Implement Individual Family Service Plans (IFSP) for the purpose of training families and caregivers to assist the infant to reach developmental milestones under direct supervision of the certificated staff member;

make home visits on a regular basis to train parents and caregivers in individually prescribed developmental intervention activities with the child and act as a role model for parents in the natural environment;

collect data for use by professional staff;

confer with staff members and parents regarding needs of children;

assist in toddler and/or preschool groups and parent/child teaching groups;

gather assessment information about the infant/toddler for the purpose of implementing the IFSP;

maintain records for the purpose of assisting an infant/toddler to reach developmental milestones to full potential;

make recommendations to parent, caregiver, staff, agencies for the purpose of assisting infants/toddlers;

refer/assist the family and infant/toddler for the purpose of accessing specialized support services;

facilitate group and individual activities for the purpose of assisting the family and infant/toddler in a support group opportunity;

may assist in the development of communication skills, using sign language, with children who experience language and hearing disorders.

QUALIFICATIONS

Knowledge of:

Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs;

various handicapping conditions including developmental disabilities, physical impairments, and “at risk” complications;

principles of case management;

principles of child development, appropriate effective parenting skills, social services agencies/programs, community educational programs;

behavior management strategies and techniques relating to pupils experiencing atypical control problems;

appropriate English usage, punctuation, spelling, and grammar;

adaptive equipment used by special education students;

basic arithmetical concepts;

routine record storage, retrieval, and management procedures.

Ability to:

Demonstrate an understanding, patient, and receptive attitude toward students, particularly those exhibiting development delays, particularly towards hearing impaired students;

appropriately manage student behavior and guide student toward more acceptable social behaviors;

appropriately administer basic first aid;

communicate effectively in oral and written form and, depending on the assignment, use manual communication techniques to communicate with the hearing impaired;

perform routine clerical tasks and operate a variety of educational and office related machines and equipment;

learn to utilize a variety of appropriate speech therapy materials and procedures in the enhancement of a training and educational environment;

understand and carry out oral and written directions;

establish and maintain cooperative working relationships with children and adults;

access community resources to best serve infant/toddler and family needs;

work effectively in unsupervised and uncontrolled environments;

stoop, bend, crawl, lift 50 lbs., and see and hear sufficiently to perform the duties listed above.

Experience:

Sufficient to demonstrate competency in the knowledge and skills specified, and to learn those normally acquired on the job. This may be obtained by post secondary study in the area of child development, developmental disabilities, or social or human services: or, three (3) years of full time work experience in a public or private agency dealing with children who exhibit developmental delays, physical impairments, and/or who are "at risk" for normal development may be accepted in lieu of experience.

Education:

Equivalent to the completion of the twelfth grade.

Must submit proof of passage of the Basic Proficiency Test as required by California state law.

Post secondary study in the areas of child development, developmental disabilities or social or human services desired.

Proficiency in ASL (American Sign Language) or SEE (Signing Exact English) is required.

Conditions of Employment:

Possess or secure within six (6) months of employment a certificate for first aid and CPR issued by the American Red Cross or equivalent.

Must have reliable transportation in order to access multiple work sites and home visit locations within the assigned work hours. Proof of privately owned automobile insurance and possession of a valid California Motor Vehicle operator's license is a required.

Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.

Must present verification of completion of Child Abuse Mandated Reporter training or obtain verification within six (6) weeks of hire and annually thereafter, as required by the California Child Abuse and Neglect Reporting Act.

This position has a probationary period of six months or 130 days, whichever is longer.

TS: gs

5/10/2012

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