

JOB DESCRIPTION

Clackamas ESD

POSITION TITLE: Specialist - Early Intervention/Early Childhood Special Education Services
TSPC Licensed

DEPARTMENT: Early Childhood

WORK YEAR: 190 Days

SUPERVISED BY: Coordinator- Early Intervention/Early Childhood Special Education
Services

ASSOCIATION: Licensed

GENERAL DESCRIPTION OF THE POSITION:

The Specialist provides direct, monitoring, and consultation services for young children with disabilities from birth to entry into kindergarten and their families which address cognitive, social, and affective development, as well as general skill areas of communication, motor, and self help to achieve developmentally appropriate play skills and preschool skills. The Specialist will work as a member of a Trans-disciplinary Services Team to complete eligibility evaluations, determine the developmental needs of children, develop Individualized Family Service Plans (IFSP), and deliver services integrated with those of other professionals into the learning environments of young children. The Specialist provides direct instructional services to children and their families, consultation and support to community based early childhood service programs, and service coordination with other community service providers when serving as the Case Manager. The Specialist is responsible for supervision of assigned education assistants.

ESSENTIAL FUNCTIONS:

1. Provides developmentally appropriate instruction across developmental domains of typical child development, to minimize the characteristics of delayed development, and the patterns of atypical development associated with disabilities
2. Participates as a member of the Trans-disciplinary Services Team to select, administer and interpret information through the use of appropriate instruments for screening, eligibility, program planning, child progress, and program evaluation
3. Completes standardized evaluations in all developmental areas affected by the suspected disability to determine eligibility for Early Intervention/Early Childhood Special Education under Oregon Administrative Rules as a member of a Trans-disciplinary team
4. Integrates assessment results into required documents and formal reports related to the evaluation results and explains the results of the evaluation to families in a meaningful and usable way
5. Supports and teaches parents positive ways of facilitating skill development in all areas including cognitive, social, communication, motor, and adaptive at home and family settings
6. Elicits input from parents to determine needs and desires for the child to participate in developmental activities that are meaningful in their lives by considering: a) the child's learning abilities and limitations in the context of their developmental functioning in cognitive, social, motor, and communication domains; b) the features of the developmentally appropriate tasks the child and family wish to perform; and c) the characteristics of the environment in which the task occurs

7. Supports families through the development and delivery of specially designed instruction which incorporates the preferences and goals of the family for their child
8. Cooperates with the IFSP team to develop the Individualized Family Service Plan
9. Cooperates in the design, implementation, and evaluation of appropriate services for Early Intervention/Early Childhood Special Education children and their families in their local communities
10. As a member of the IFSP team, determines placement of children according to the IFSP and develops a plan for the delivery of needed services
11. Consults with other early childhood program providers to implement specialized instruction, develop modifications, and adjust routines, to provide for successful inclusion of children with disabilities in community settings as determined by the IFSP
12. Leads the implementation of cognitive, social, and affective goals and objectives, and supports all other parts of the Individualized Family Service Plan, through direct instruction with individual children, in child and parent groups, small and large group instruction, consultation to staff within early childhood settings, and parent education
13. Provides individualized or small group direct instruction within a variety of natural early childhood settings as in integrated service with professionals from other disciplines
14. Obtains, produces, and prepares appropriate instructional materials and implements developmentally appropriate curriculum following department guidelines
15. Integrates specialized instruction into learning environments in ways that support learning and encourage autonomy in children
16. Determines and implements systems to track, monitor, and interpret developmental progress with the child's IFSP team and reports progress regularly to families following program requirements
17. Manages children's behavior, individually and within groups, using instructional and behavioral procedures which conform with best practices for young children and the individualized needs of each child as well as program and agency procedures
18. Assigns responsibilities, provides training, and supervises education assistants following department guidelines and requirements for delegation of duties and frequency of supervision working in various early childhood settings
19. Designs, fabricates, modifies, and adapts instructional materials for individual children or directs these activities by paraprofessionals or assistants
20. Maintains accurate and complete records in compliance with program requirements, ESD policy, state and federal regulation
21. Records evaluation and service information for the district to bill Medicaid as assigned
22. Selects instructional materials and equipment appropriate to home and early childhood environments and manages the district resources assigned
23. Provides specialized instruction as a member of the IFSP team in a manner that ensures that efforts of the family, the program and community services are complementary and unduplicated and that they are in concert with identified needs and family preferences (#6)
24. Consults and cooperates with other members of the child's IFSP team and/or community based service providers to deliver services which are coordinated and integrated into the daily activities of the child and family
25. Consults with other early childhood program providers to implement specialized instruction and provide for successful inclusion of children with disabilities in community settings as determined by the IFSP
26. Develops and implements individualized plans with families and local school districts for the child's transition from early childhood services to kindergarten
27. Provides service coordination for eligible children and their families to ensure positive collaboration with health, social, and other community based service providers as required by Oregon Administrative Rules
28. Serves as Case Manager for children as assigned

ADDITIONAL FUNCTIONS:

1. Follows and supports ESD policies and procedure
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

MINIMUM QUALIFICATIONS:

1. Training in Early Intervention/Early Childhood Special Education or recent successful experience providing specialized instruction to young children and their families
2. Demonstrated awareness across developmental domains, of typical child development, the characteristics of delayed development, and the patterns of atypical development associated with disabilities
3. Ability to integrate assessment results into a Trans-disciplinary report and explain the results of the evaluation to families in a meaningful and usable way
4. Awareness of design and the provision of early intervention and early childhood special education appropriate for children with a variety of special needs ages 0-3 and 3-kindergarten age
5. Ability to acquire skills in selection, administration, scoring, and interpretation of program specified assessments including those used to determine eligibility for services and curriculum based assessments
6. Demonstrated ability to work cooperatively with program staff, local districts, and community agency personnel
7. Demonstrated ability to work as a member of a collaborative and self-guided Trans-disciplinary team providing Early Intervention/Early Childhood Special Education services within a variety of settings
8. Ability to manage time, prioritize and schedule multiple activities across settings, and to coordinate these activities with others
9. Ability to design, develop, and adapt materials and routines which support learning and encourage autonomy in children
10. Ability to acquire and maintain a valid first aid and CPR card
11. Ability to train, supervise and provide support to adults whose roles and responsibilities vary depending on the early childhood setting, including assigned education assistants
12. Demonstrated skills in communication, collaboration, and cooperation with other disciplines, community based professional teams, and families as resources for planning and delivery of Early Intervention/Early Childhood Special Education services
13. Ability to apply current research and best practice within the field of Early Intervention/Early Childhood Special Education to service delivery
14. Ability to compose and produce concise professional documents
15. Ability to acquire computer skills for word processing and production of instructional materials
16. Physical and mental attributes sufficient to perform the essential functions
17. Written and oral communication skills sufficient to perform essential functions
18. Current Oregon Teaching License with appropriate endorsement and authorization

WORKING CONDITIONS:

1. Physical care related to young children including diapering, feeding and physical handling/positioning
2. Physical care procedures as designated in medical and emergency protocols prescribed for assigned children in the service area
3. Local travel required to deliver services in multiple sites throughout the county during the day and week
4. Exposure to communicable diseases common in young children
5. Uses various materials including wood, Tri-wall, fabric, foam, glue, paint, latex or rubber gloves, soap, cleaning compounds
6. Transfers and transports instructional and assessment materials to various locations
7. Work environment varies frequently during the day and week including classrooms in public school, community preschools, private homes with varying conditions, and the ESD offices
8. Participation in occasional evening functions

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

1. Employee may need to:

- | | | | | |
|------------------|---------------------------------------|--|--|-------------------------------------|
| Bend: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| (above shoulder) | | | | |
| Sit: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|--|--|-------------------------------------|
| Single Grasping | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|-------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|--|-------------------------------------|

5. Lifting:

- ☒ Medium Work: Lifting 50 pounds maximum with frequent lifting and/or carrying of objects weighing up to 25 pounds.

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

I hereby indicate by my signature that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the positions, and
3. I can perform the essential functions of this position without an accommodation.

Print Name _____

Signature _____ Date _____