

EARLY INTERVENTION SPECIALIST-DEAF/HARD OF HEARING SPECIALIST

General Purpose:

An Early Intervention Specialist-Deaf/Hard of Hearing Specialist is responsible to the County Superintendent and works under the direct supervision of the designated special education manager. The Early Intervention Specialist-Deaf/Hard of Hearing Specialist serves as a member of a transdisciplinary team to assess and identify needs, participates in the development of an Individualized Family Service Plan (IFSP), plans and implements home and community intervention activities for children, birth to 36 months, with developmental and low incidence disabilities, and provides support services to their families.

Essential Functions and Responsibilities include the following. Other duties may be assigned as required:

- Collaborates with Individual Education Plan (IEP) team members in regards to the students' progress.
- Notifies case manager, completes and sends appropriate forms to parent or case manager, prepares report and provides copies to case manager, drafts goals, updates present levels and progress; when assessment or IEP is required at least three days in advance of IEP.
- Plans and records monthly work schedule in electronic calendar (Outlook) at least 30 days in advance and record any changes as they occur to ensure accurate IEP scheduling.
- Contacts parent and case manager and obtains a signed excusal form when unable to attend an IEP meeting.
- Sets up observations/home visits for transition IEP's.
- Provides assessments in all required developmental areas and identified areas of concern.
- Conducts screenings to determine the risk of hearing loss and use of functional hearing.
- Provides early intervention services as designated on the IFSP in the home and community settings with emphasis on planning the intervention program for children with hearing impairments.
- Provides information for and participates in the development of the IFSP.
- Promotes positive public relations and advocates so as to establish and advocates for comprehensive services for infants/toddlers and their families.
- Provides service coordination and collaborates with other team members, districts, families, and other agencies, as appropriate.
- Provides staff development training and modeling for instructional and support staff in current and effective strategies and methodologies for serving infants/toddlers and their families.
- Provides parent support services.
- Participates in transition plans for students moving to other to other instructional environments.
- Collaborates with personnel from the student's district of residence and/or outside agencies.
- Implements early intervention services within the following service delivery approaches: transdisciplinary, relationship based, strength based, reflective practices, and family focused.
- Participates in targeted professional growth activities.

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- Assures adherence to the due process rights, procedural safeguards and established compliance standards.
- Provides itinerant direct and consultative deaf and hard of hearing services to students ages 3-22, as required.

Minimum Qualifications:

Employment Eligibility:

- Successful candidate must provide proof of employment eligibility and verification of legal right to work in the United States in compliance with the Immigration Reform and Control Act.

Education:

- Required level of education in order to obtain the appropriate authorization from the California Commission on Teacher Credentialing (CTC) for the position.

Experience:

- Employment or volunteer experience and/or training in working with young children having developmental or low incidence disabilities.
- Experience with developing and implementing individualized intervention plans.
- Experience in providing staff and parent training experience.

Knowledge, Skills and Abilities:

- Knowledge and understanding of current educational best practices related to infants/toddlers and families with emphasis on hearing impairment.
- Knowledge of early childhood assessment tools and procedures.
- Knowledge of typical and atypical child development.
- Knowledge of parent support activities design.
- Knowledge of applicable laws, codes, regulations, policies, and procedures including Early Start and Individuals with Disabilities Education Act (IDEA).
- Knowledge and ability to support the parent/child relationship and facilitate parent involvement.
- Knowledge of family dynamics and systems and how it impacts child development and knowledge and ability to provide resources to the family.
- Knowledge of assessment, instructional methodologies, intervention strategies, and assistive technology associated with providing services to deaf/hard of hearing children.
- Skills in planning, evaluating and modifying playgroup activities to create an inclusive learning environment.
- Skills in oral and written communication.
- Ability to gather and utilize observational data in developing and evaluating the effectiveness of instructional strategies.
- Ability to provide in-service and on-site training to staff on plan development implementation.
- Ability to conduct follow-up observations and team meetings to evaluate plan implementation.
- Ability to demonstrate and train staff and parents in the use of infant/toddler curriculum activities in the family's everyday routines, relationships, activities and places.
- Ability to work effectively with parents, other program staff members, and public and private agencies in the home and community.
- Ability to function as a positive, contributing member of a professional team.
- Ability to demonstrate tact, courtesy, and patience in interactions with others.

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Required Testing:

- None

Certificates & Licenses:

- Must possess a valid California driver's license issued by the State Department of Motor Vehicles.
- Must possess an appropriate California credential authorizing the holder to provide specialized services to infants with deaf/hard of hearing impairments.

Clearances:

- Criminal Justice Fingerprint Clearance
- TB Clearance

Work Environment:

- Work is performed in an office, family/caregiver home, community setting and community playgroups, and involves continuous contact with staff, family members and representatives of other agencies.

Physical Requirements:

- The usual and customary method of performing the job's functions requires the following physical demands: frequent lifting with the ability to lift 50 pounds; sufficient strength to lift non-ambulatory students, and lift and move adaptive equipment; carrying, pushing and/or pulling.
- Frequent stooping, kneeling, crouching, and reaching.
- Manual dexterity to operate a telephone and enter data into a computer.
- Facility to sit at a desk, conference table or in meetings of various configurations for extended periods of time.
- Facility to see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, and computer screens and printouts.
- Facility to hear and understand speech at normal room levels and to hear and understand speech on the telephone.
- Facility to speak in audible tones so that others may understand clearly in normal conversations, in training sessions, and other meetings.
- Facility to drive an automobile.

Note: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary.

FLSA Status: Exempt

Employee Group: Certificated

Salary Grade: Placement based upon education and experience

Reviewed and Approved:

Supervisor: 

Date: 5-19-11

Human Resources: 

Date: 5/19/11