

SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
Human Resources Department

TEACHER: INFANT HANDICAPPED

JOB SUMMARY

Under the direction of the Special Education Administrator, provides directed learning experiences in the psychomotor, affective and cognitive domains, daily living skills, pre-language and language skills, social and self-help skills for infant handicapped students ages 0-3 years; assesses students, provides information and models techniques to parents through home and center-based programs; develops and oversees programs for parents and infants and support services to students; oversees classified staff and volunteers in the center; performs other related duties as assigned.

QUALIFICATIONS

Required:

1. A valid California credential with authorization for severely handicapped infants.
2. A valid California driver's license.
3. Ability to communicate effectively, orally and in writing.

Desirable:

1. Experience with handicapped infants.
2. Established pattern of professional growth.
3. Familiarity with sign language.
4. Experience working in parent participation programs.

KNOWLEDGE AND ABILITY

1. Ability to assess each student in terms of individual needs.
2. Knowledge and ability to present an educational program appropriate to each student.
3. Ability to work effectively with student, parents, staff, personnel from other agencies and the public.
4. Ability to develop individual home programs for parents to implement.
5. Ability to model appropriate techniques for parents to use.
6. Ability to maintain confidentiality with complete security.
7. Ability to drive a car.

ESSENTIAL FUNCTIONS of this position, which may change or evolve in the future, are, but not limited to, the following:

1. Provide directed learning experiences in the psychomotor, affective and cognitive domains, daily living skills, pre-language and language skills, social and self-help skills for infant handicapped students ages 0-3 years.
2. Assess students, provide information and model techniques to parents through home and center-based programs.
3. Develop and oversee home programs for parents and infants and support services to students.
4. Establish realistic outcomes for each student's Individual Family Service Plan (IFSP) and Individual Education Plan (IEP).
5. Plan and conduct a system of periodic evaluation of each student's progress.
6. Consult with appropriate support personnel.
7. Confer with parents.
8. Maintain class records, logs, and lesson plans, in a neat and accurate fashion.
9. Attend required meetings, including IFSP and IEP meetings.
10. Prepare and submit reports in a timely manner.
11. Provide information for substitutes.

12. Prepare appropriate materials.
13. Model appropriate techniques for parents to use.
14. Instruct parents of pupils, both individually and in group settings.
15. Work cooperatively and effectively with students, parents, staff, personnel from other agencies and the public.
16. Drive a car.

For employees working in the Infant Development Program, serving students age birth – 3, the following Early Start Service Coordination Essential Functions also apply if designated as Service Coordinator on the IFSP:

1. Assist and enable an eligible child and the child's family to receive the rights, procedural safeguards, and services that are authorized to be provided under California's early intervention program.
2. Coordinate all services across agency lines.
3. Serve as point of contact in helping parents obtain the services and assistance needed.
4. Assist parents of eligible children in gaining access to early intervention services and other services and identified in the Individual Family Service Plans.
5. Coordinate the provision of early intervention services and other services (e.g. non-diagnostic medical services) as needed.
6. Facilitate timely delivery of available services.
7. Continue to seek appropriate services necessary to benefit the development of the child being serviced.
8. Coordinate the performance of evaluations and assessments.
9. Facilitate and participate in the development, review, and evaluation of Individual Family Service Plans.
10. Assist families in identifying available service providers.
11. Coordinate and monitor the delivery of available services.
12. Inform families of the availability of advocacy services.
13. Coordinate with medical and health providers.
14. Facilitate the development of a transition plan to preschool services if appropriate.

PHYSICAL REQUIREMENTS of this position are, but not limited to, the following:

1. Facility to sit at a desk, conference table, on student chairs, on the floor, or in meetings or classrooms of various configurations for extended periods of time.
2. Facility to see and read and distinguish colors, with or without vision aids, educational materials, student files and records, laws and rules and other printed matter.
3. Facility to hear and understand speech at normal room levels, and to hear and understand speech on the telephone.
4. Manual dexterity to dial a telephone and to utilize educational equipment using both hands.
5. Facility to speak in audible tones so that others may clearly understand instructions, in presentations, explanations and direction in normal conversations, in training sessions, on the playground, in other meetings and on the telephone.
6. Physical agility to lift up to 25 pounds to shoulder height and up to 50 pounds to waist height; and to bend, to stoop, to climb stairs, to walk on uneven terrain and to reach overhead.
7. Facility to drive a car.

NOTE: This list of essential functions and of physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job.

Teacher Salary Schedule

Adopted:

Revised: 7/17/86; 6/18/87; 7/16/90; 8/25/93, 1/2/03, 02/14/07; 2/5/09

Accountability of Time: SELPA/Special Ed. Administrator

Tasks Assigned by: SELPA/Special Ed. Administrator

Evaluated by: SELPA/Special Ed. Administrator

Hiring Authority: SELPA/Special Ed. Administrator

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