

EDUCATIONAL/DEVELOPMENTAL AIDE II

Positions in this class are involved in paraprofessional instructional activities in one or more of the following areas: fine and gross motor, self-help, social, prevocational, preacademic, language, sensory, cognitive, communication, or academic skills. The settings dictate differences in the concentration of instruction and the provision of responsibilities in lesson planning, input into setting goals, record keeping, and/or research data collection. The numerous roles identified are comparable in overall level.

I. DIFFICULTY OF WORK:

Complexity- In some settings, 60% of employees' time is spent in instructing in specific subject areas, making instructional materials, and assisting the teacher in planning and coordinating classroom activities. Employees provide instruction on an individual or group basis according to established lesson plans, but they must choose specific tasks from specific lists according to the students' needs and progress. Employees may provide feedback on progress verbally, or through informal progress notes. In an institutional setting, employees work with developmentally disabled residents, providing instruction in one or more of the above-mentioned areas a predominant portion of time. Instruction occurs on an individual or group basis according to established goal statements which indicate sequential steps for tasks. Employees are required to modify the specific steps to carry out the goal or task, according to the residents' needs and progress. Employees may provide feedback verbally or through progress notes which may be informal notes, checklists, or short narratives which contain standardized information.

In developmental centers, employees work with developmentally disabled clients (children) on similar goals in self-help, socialization, behavior management, communication, language, and pre-academic areas. Employees have substantial input in determining goals, and methods used to accomplish them. Employees are required to modify steps in sequential tasks and goals based on individual needs. Progress notes are written in general statements. Employees may administer standardized tests such as PAC, LAP, or AAMD which are observational checklists. Although tasks require consideration of more variables than found in other Educational/Developmental Aide II roles, the schedule for the program allows less percentage of time in instructional activities.

Some employees may be responsible for a more independent lead role because a teacher is not immediately available, thus requiring: writing simple generalized lesson plans indicating activities (using scissors or reading a story); reviewing similar lesson plans and methods for practicum students assigned to the classroom; and recording general progress notes. The majority of activities carried out in these settings are geared around play, sleep, and eating. In other settings, the teacher is readily available, but the program formally builds in planned instruction in all activities so the employees spend a significant portion of time in instructing. Responsibilities also include assisting the teacher in developing lesson plans and recording notes on behaviors as well as developmental progress. In a center involving extensive research projects, employees are required to observe and record a variety of educational, social, and physical data. Employees must continuously monitor all conditions surrounding the clients and record these accurately. Some positions in this class instruct clients (students) in simple routine tasks in a narrow area such as sewing or laundry. Employees are required to independently plan their own classroom activities based on clients' needs but the narrow areas of instruction allow a limited range of choices in tasks.

Guidelines- Work is performed according to daily schedules, lesson plans, goal statements, curriculum guides, internal policies and procedures, and oral instructions. Situations which are not covered by guidelines are referred to the teacher.

II. RESPONSIBILITY:

Accountability - Modifications for specific tasks in lesson plans or goal statements may be made to accommodate individual needs. Decisions on major modifications are made by a teacher or interdisciplinary team.

Consequence of Action- Clients' progress toward goal achievement or academic/developmental skills building is affected by the individualized instructions.

Review - In most settings, the teacher is either present or immediately available to guide all activities and to handle any unusual situations. In settings where there is no teacher present in the classroom, the project director reviews the lesson plans and makes periodic classroom visits.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter- In most of the settings, employees instruct clients in areas which are difficult for them to comprehend. The instruction requires a high degree of repetition and creativity due to the functioning level and/or other physical handicaps of the clients. In the day care centers, employees work with children who range from being slow learners to normal and gifted. Contacts may be with parents, students, and professionals from various disciplines on a varying frequency basis. These people usually easily understand facts about the activities.

Purpose - In most of the settings, employees spend a substantial portion of time instructing or encouraging clients to achieve an academic or developmental skill, desired behavior, or specific academic knowledge. During play, eating, or toileting activities, employees provide routine guidance to clients. If there is contact with the parents or students and professionals of various disciplines, it is to give or receive information or to train parents in simple instructional techniques.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Employees work in settings which range from modern classrooms to institutional living units in which odors and noise are prevalent due to the functioning level of the clients.

Nature and Potential of Personal Hazards - Behavior problems, such as aggression of clients, and/or lifting them could cause bodily injury for employees in some settings.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Interest and some knowledge and understanding of the needs, problems, and attitudes of handicapped or disadvantaged persons being worked with and of the community environment. General knowledge of reading, writing, and arithmetic, and the ability to assist teachers in conveying these knowledges to students/children or adults in the program. Some elementary knowledge of developmental stages. Ability to establish rapport with students/children or adults in the program and families; and to assist teachers in maintaining a learning environment.

Minimum Education and Experience - Graduation from high school or equivalent and one year of experience working with children, developmentally disabled, or blind population as appropriate for the job (volunteer, mother, babysitter), or associate degree in mental health or child development program; or an equivalent combination of education and experience.

Administering the Class -Associate degree in mental health or child development with the six-month practicum/internship in similar settings may enter at the second step of the class. College graduates in education, psychology, child development or child and family may enter at second step of the class. Applicants with two or more years of college and one year of the above experience may enter at the minimum of the class.