

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: DEAF-BLIND INTERVENER PARAPROFESSIONAL**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, provides direct support to students with deaf-blindness for all or part of the instructional day as determined by the student's Individual Education Plan (IEP). The employee works cooperatively with parents and a variety of direct service providers and consultants including, but not limited to, the following: classroom teachers; teachers of students with hearing impairments, visual impairments; speech therapists, occupational and physical therapists; orientation and mobility instructors; and professionals as well as paraprofessionals. The employee reports to the Principal and/or, when appropriate, Exceptional Children Services Supervisor.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Under the direction of the classroom teacher, reinforces the educational program by tutoring, adapting, or modifying classroom materials (visual and/or tactile) to meet the specialized needs of the students.

Follows the student's individual education plan (IEP) and the modifications and instructional techniques recommended by the student's IEP team.

Assists student in gaining access to the curriculum and the school by communicating visual and auditory information within the environment.

Provides a consistent presence while the child is in attendance at school.

Serves as a liaison to promote positive and cooperative relationships within the school environment.

Facilitates communication between the student, peers, and adults in the school environment.

Assists classroom teacher with monitoring student progress to include assessment, data collection, analysis, and reporting.

Participates as a member of the child's IEP team.

Serves as a resource on issues related to deaf-blindness for staff.

Participates in site based, regional, and state-wide training in the area of deaf-blindness.

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### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

High School Diploma required. One year to obtain an EIPA score of 3.0 or higher. Deaf Blind Intervener certificate and previous experience working with students who are deaf and blind preferred. Must obtain 15 hours of annual professional development related to working with students who are deaf and blind.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work. Must be able to track student's eye movements and be able to interpret messages to students when not facing the teacher.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures,

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to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add, subtract, multiply and divide; and utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

General knowledge of the daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of the methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Ability to constantly monitor the safety and well-being of students.

Ability to motivate students.

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Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.