

EDUCATIONAL/DEVELOPMENTAL ASSISTANT

Positions in the class provide paraprofessional instruction involving writing specified goals or simple task modules, instructing on an individual or group basis, and writing progress reports. Work may be with the developmentally disabled under mental retardation services or a variety of mentally, emotionally, or physically handicapped in Vocational Rehabilitation facilities. Training is in a variety of developmental, pre-academic, pre-vocational, socialization, communication, behaviors, or work adjustment. Areas such as home economics, woodworking, welding, engine repair and horticulture are used as mediums to work on adjustment skills in the facilities. Work includes providing in-put into the interdisciplinary team (variety of professionals depending on the program) through discussions and written reports. Employees may administer some standardized developmental tests or simple situational tests.

I. DIFFICULTY OF WORK:

Complexity - Employees provide training, for assigned clients (residents), on similar goals in self-help, social, fine or gross motor, sensory, cognitive, pre-academic, language, communication, community living skills, and work adjustment behaviors. The interdisciplinary team identifies the broad goals to be worked on. Employees take in consideration the clients' interests and needs as they select and modify an established sequenced/chained program which involves determining what steps to begin with, and the particular tasks appropriate to use. Employees write simple goal statements which usually include a couple of steps stated in behavioral terms. Instruction requires repetitive demonstration and utilization of different cues and rewards. Employees have the freedom to adjust or modify steps and tasks based on the clients' responses and progress. Employees write daily, weekly, and monthly progress notes in narrative summaries. The data or notes indicate specific progress toward goal, techniques used, any significant behavior or circumstances which have affected progress, and recommendations for modifications in the goal or techniques. Employees provide input to the interdisciplinary team concerning clients' progress and recommend changes in programs. Positions may administer standardized tests such as PAC, LAP, AAMD, or situational tests which are mainly observational checklists. As employees administer the tests, they are required to indicate such things as achievement of steps and any negative behavior which was disruptive. Some employees may also train lower level staff to carry out simple self-help programs. These self-help programs are carried out in either a less structured manner or in highly specialized programming. Employees communicate goals, techniques, and reinforcers to other trainers or write specific statements in set format.

Guidelines - The goals for each client are determined by the interdisciplinary team. Broad programs with sequential tasks are established and available. Employees use these guides to write the specific goals and tasks, and write new modules as appropriate.

II. RESPONSIBILITY:

Accountability - Work is carried out within the institution or facility with a variety of disciplines in the work unit. The interdisciplinary team makes the decision on the areas to be worked on and approves the establishment of or changes in the goals. Some employees are responsible for ensuring that other staff implement goals.

Consequence of Action - The employees' input into the clients' plans affects progress toward goal achievement. Employees that work with other staff in monitoring techniques utilized are responsible for a larger number of residents' goals, but the effect is the same.

Review - The goal statements, progress notes, and recommendations for new goals are reviewed by the supervisor or team with any changes in the goals being approved by the team.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Employees have input into the interdisciplinary team regarding observations and recommendations concerning clients' training needs and abilities. The functioning level of the clients makes it difficult for them to comprehend or retain instruction which requires continued repetitive and creative presentation/ demonstration. Some positions communicate the team's recommendations to other trainers, instruct them to proper techniques, and make suggestions for improvements.

Purpose - The employees' input into the team is for the purpose of giving and receiving information regarding clients' abilities, needs, and progress. Employees instruct and encourage clients to help them achieve a specific skill or behavior, often employing techniques of behavior modification. Some positions are also involved in instructing other trainers in proper training techniques.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Work is usually in classrooms or living units in which odors and noise are often prevalent due to the functioning level of the clients or the dust and noise from machines. Work may require lifting of clients for some employees.

Nature and Potential of Personal Hazards - Behavior problems of clients, such as aggression or lifting of clients could cause bodily injury.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Basic knowledge of practical application of task analysis and goal writing; of practical application of behavioral programming techniques. Working knowledge of characteristics of population served and of the medium area when required for the particular job. Skill in reading and writing. Ability to instruct; to establish rapport and relate to population served, their families, and a variety of service disciplines (social workers, doctors, psychologists, teachers, nurses, rehabilitation counselors); to observe behavior and communicate observations and recommendations effectively in oral and written form.

Minimum Education and Experience - Graduation from high school or equivalent and two years of experience at the Health Care Technician I level that requires some instruction, observation, and documentation, or as an aide in a classroom setting; or instructional experience in a community human service program; or associate degree in mental health or child development program which includes a six-month practicum/internship in a similar setting (one year of the above experience may be substituted for the practicum) applicants for Vocational Rehabilitation must be familiar with the area of work through hobbies or paid work experience; or an equivalent combination of education and experience.

Administering the Class - College graduate in education, psychology, child development, or child and family, may enter at the minimum 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.