

**Community Based and/or Fee-for-Service Special Education Teacher**

**GENERAL PURPOSE OF POSITION**

Provide special instruction services, as per the guidelines set forth by the New York State Department of Health to a diverse population of birth to 3 year olds with identified medical and/or developmental disabilities. Assess, plan, organize and participate in special instruction programs that improve cognitive and early learning development, improve or secure joint attention, and/or support positive behavioral and social-emotional development.

Provide evaluation services, as per the guidelines set forth by the New York State Department of Health and/or Department of Education to a diverse population of birth to 5 year olds including functional behavioral assessments (FBAs), with identified medical and/or suspected developmental disabilities. Participate in the planning, goal writing or creation of positive family outcomes that improve behavioral, social-emotional and cognitive development. Provide a comprehensive written evaluation report and communicate effectively with families and other professionals.

**REPORTING RELATIONSHIP**

Reports to the Community Services Supervisor

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Implement plans of care and activities for children in accordance with Early Intervention requirements, Cantalician practices and policies, and the principles and practices of speech therapy.
- Assure that Individual Family Service Plan (IFSP) outcomes are fulfilled.
- Document progress towards IFSP outcomes at specified intervals.
- Within scope of practice, implement plans of care that are chronologically and developmentally appropriate; reflect differentiated instruction techniques; incorporate technology, and are creative.
- Establish an effective data collection and charting system to monitor child's progress.
- Make appropriate service recommendations (e.g., increase/decrease services) as a result of informal evaluation, professional judgment and child's needs.
- Review clinical records and case histories.
- Evaluate effects of special instruction at various stages and adjust treatment to achieve maximum benefit.
- Engage children in activities that are interesting, meaningful and individualized to reflect each child's developmental level.
- Obtain family's informed consent to proposed interventions.
- Assist families in creating Positive Outcomes (Early Intervention)
- Ensure that intervention strategies are evidence based.
- Attend Committee on Preschool Special Education (CPSE) meetings - or - 6-month/Annual Reviews for children on your caseload. \*
- Develop and write required reports, according to specified formats, which may include collaborating with other treating professionals to determine child's current level of functioning.
- Organize and maintain required daily session notes and records for each child.
- Maintain required signature verification forms.
- Foster child's independence ensuring that child achieves the greatest level of independence possible and appropriate for that particular child.
- Ensure that verbal and written communications including tone, demeanor, and content with child and parents are professional, appropriate and respectful.
- Model and demonstrate expected child behavior.
- Provide and demonstrate interventions for families to foster carryover at home.
- Provide educational information about typical developmental milestones.
- Refer children and their families to community resources and services.

- Provide care and services to promote a safe environment for children and families.
- Demonstrate the ability to work independently as well as in conjunction with other staff members and members of the agency team.
- Consistently comply with all agency policies and procedures.
- Constantly maintain high professional standards at work with regard to personal behavior and interactions with other staff and families.

*\*It may also be requested that you attend CPSE or IFSP meetings for children not on your caseload or that you did not personally evaluate. Child's reports will be made available to you prior to such meeting for your review.*

## **SKILLS AND ABILITIES**

- Demonstrate a high level of knowledge of developmental milestones and typical behavior patterns, especially those that apply to children birth-5 yrs. old and children with disabilities.
- Possess good time management skills.
- Show the ability and desire to work as part of an interdisciplinary team.
- Display a high level of written and oral communication skills.
- Display a high level of interpersonal skills.
- Demonstrate a high level of behavior management skills.
- Demonstrate knowledge of the information and techniques needed to support a variety of developmental disorders.
- Display knowledge of computer and ability to utilize word processing programs.
- Exhibit familiarity with applicable standardized/non-standardized tests and assessment tools.
- Demonstrate an ability to administer diagnostic tests with a high degree of efficiency and to accurately score tests.
- Exhibit the ability to interpret test results appropriately taking into account developmental norms, children's progress or lack of progress and any other pertinent information helpful in determining service recommendations or changes.
- Display the ability to communicate children's current level of functioning or other pertinent information orally and in written reports.
- Demonstrate knowledge of current literature and trends relating to the profession.

## **EDUCATION AND/OR TRAINING**

- Minimal: Bachelor's degree in Special Education (certified for Students with disabilities B-2), plus a Masters degree in a related educational field.
- Continuing education credits necessary to maintain certification; proof of continuing education must be provided to the Human Resources.
- Must have a NYS drivers license, clean driving record and proof of insurance

## PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities  
Show the amount of time by checking the appropriate boxes below.

Amount of Time

|   | None | Up to<br>1/3 | 1/3 to<br>1/2 | 2/3 or<br>more |
|---|------|--------------|---------------|----------------|
| Stand                                   |      |              | X             |                |
| Walk                                    |      |              | X             |                |
| Sit                                     |      |              | X             |                |
| Talk or hear                            |      |              |               | X              |
| Use hands or fingers,<br>handle or feel |      |              |               | X              |
| Push/Pull                               |      |              | X             |                |
| Stoop, kneel, crouch or<br>crawl        |      |              | X             |                |
| Reach with hands and<br>arms            |      |              | X             |                |
| Stair climbing                          |      | X            |               |                |

Ability to hear students/individual calls

This job requires that weight be lifted or force be exerted. Show  
how much and how often by checking the appropriate boxes below.

Amount of Time

|               | None | Up to<br>1/3 | 1/3 to<br>1/2 | 2/3 or<br>more |
|---------------|------|--------------|---------------|----------------|
| Up to 10 lbs. |      |              | X             |                |
| Up to 25 lbs. |      |              | X             |                |
| Up to 50 lbs. |      |              | X             |                |

This job has special vision requirements. Check all that apply.

Close Vision (clear vision at 20 inches or less)

Distant Vision (clear vision at 20 inches or more)

Color Vision (ability to identify and distinguish colors))

Peripheral Vision (ability to observe an area that can be  
seen up and down or to the left and right while eyes

☒ Dept Perception (three dimensional vision; ability to judge  
distances and spatial relationship.

☒ Ability to Adjust Focus (ability to adjust eye to bring an object  
Into sharp focus)

No Special Vision Requirements

Specific demands not listed:

Ability to mask external environmental sounds. Ability to work  
under pressure. Multi-task \_\_\_\_\_

## WORK ENVIRONMENT

This job requires exposure to the following environmental conditions.  
Show the amount of time by checking the appropriate boxes below.

Amount of Time

|                            | None | Up to<br>1/3 | 1/3 to<br>1/2 | 2/3 or<br>more |
|----------------------------|------|--------------|---------------|----------------|
| Outdoor weather conditions |      |              | X             |                |

The typical noise level for the work environment is:  
Check all that apply.

☐ Very Quiet

☐ Loud Noise

☒ Quiet

☐ Very Loud Noise

Moderate Noise

Hearing:

Ability to hear alarms on equipment

☒ Ability to hear instructions from department staff

## REPETITIVE MOTION ACTIONS

Number of Hours

Repetitive use of hands 0 1-2 3-4 5-6 7 +

|            |  |  |   |  |  |
|------------|--|--|---|--|--|
| Right only |  |  |   |  |  |
| Left only  |  |  |   |  |  |
| Both       |  |  | X |  |  |

Grasping: simple/light:

|            |  |  |   |  |  |
|------------|--|--|---|--|--|
| Right only |  |  |   |  |  |
| Left only  |  |  |   |  |  |
| Both       |  |  | X |  |  |

Grasping: Firm/heavy:

|            |  |  |   |  |  |
|------------|--|--|---|--|--|
| Right only |  |  |   |  |  |
| Left only  |  |  |   |  |  |
| Both       |  |  | X |  |  |

Fine Dexterity:

|            |  |  |   |  |  |
|------------|--|--|---|--|--|
| Right only |  |  |   |  |  |
| Left only  |  |  |   |  |  |
| Both       |  |  | X |  |  |