

DEVELOPMENTAL DAY TEACHER I

Work in this class involves the assessment of learning/developmental/ emotional levels and planning of individual curriculums and activities for clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders) in a developmental day center. Employees are responsible for teaching in a variety of the following areas: self-help, language, social, cognitive, fine and gross motor, psycho-social, preacademic and prevocational. The individualized programs are integrated into a daily schedule or structured and unstructured activities reflective of a day care setting. Employees provide instruction directly, as well as leading aides to carry out instruction. Employees may also work with parents in continuing or reinforcing certain training at home.

I. DIFFICULTY OF WORK:

Variety and Scope - Employees assess the learning/developmental/emotional needs of clients and plan individual curriculum and activities based on these. Employees integrate the individualized programs into a day care structure. Clients may have a variety of developmental problems including behavioral.

Intricacy - Employees utilize standardized tests to determine the clients educational/ developmental/emotional needs and plan individualized programs based on the assessment. The clients' needs are basic but may be in a variety of educational/developmental/emotional areas. The clients usually have multiple developmental problems.

Subject Matter Complexity - Work requires knowledge of educational/ developmental programs for lower functioning developmentally disabled. Work requires knowledge of basic educational assessment tools and how to plan programs and activities around them.

Guidelines - Mental Health standards outline the basic components of the program and services to be provided. Established curriculums and professional resource materials are also utilized.

II. RESPONSIBILITY:

Nature of Instructions - Assessments and planning of daily program activities are carried out independently. More complex clients requiring more extensive and comprehensive assessments and program planning are referred to a higher level teacher or supervisor for consultation and guidance.

Nature of Review - Individual Education or Family Service Plans and curriculums are reviewed on a periodic basis. Overall classroom operation is monitored through observation on a periodic basis.

Scope of Decisions - Work is with a group of clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders) in a developmental day center.

Consequence of Decisions - Decisions affect the development and preparation for clients to potentially participate in a public school program.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Work requires contact with developmentally disabled clients, parents, and other professional disciplines.

Nature and Purpose - Contacts are for the purpose of teaching clients needed skills and working with parents to reinforce these.

IV. OTHER WORK DEMANDS:

Work Conditions - Employees' workstation is normally located in schools or churches which have been set up for a day care situation. Odors and noise are often present due to the functioning level of the client. Work may require lifting of clients.

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

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - General knowledge of techniques and methods used in teaching. General knowledge of the developmental stages of learning and emotional development. General knowledge of basic educational principles. Working knowledge of characteristics of handicapped population, especially clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders). Ability to organize lesson plans, educational programs and activities on an individualized basis. Ability to communicate effectively in oral and written form. Ability to establish rapport and maintain effective working relationships with parents and other professional disciplines.

Minimum Training and Experience - Graduation from a four-year college or university with a degree in special education, early childhood education, preschool education, child development, elementary education, psychology, infant mental health, or child and family studies; or graduation from a four-year college or university and one year of experience working with clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders); or graduation from a two-year associate degree program in a related field and one year of experience working with clients with or at risk for developmental delays, developmental disabilities, or atypical development (emotional/behavioral disorders); or graduation from high school or equivalent and five years of experience in a nursery school, kindergarten, elementary school or day care facility setting, two of which must have been with developmentally disabled population; or an equivalent combination of training and experience.