

EDUCATIONAL/DEVELOPMENTAL TECHNICIAN

Positions in this class work with developmentally disabled clients in developmental centers providing advanced paraprofessional work in assessment and training in a variety of the following areas: self-help, language, social, cognitive, fine and gross motor, pre-academic, and prevocational. Work involves assessment of clients, development of the service plan and individual goals, instruction using a variety of classroom activities, and reporting and making recommendations on progress. Employees may be involved in transporting clients to and from the center a small portion of the time.

I. DIFFICULTY OF WORK:

Complexity - Clients are assigned to specific classrooms by the supervisor based on functioning level, which gives employees basic parameters for program needs. Employees utilize standardized tests (LAP, Denver Screening) that lay out the steps in development, to prepare a comprehensive plan indicating strengths, weaknesses, and priorities. Employees develop specific goals and determine the activities to be used to implement the goals. Employees are responsible for planning all the activities and schedules for their classrooms. Employees may be required to modify steps for tasks or develop sequential steps for tasks with assistance from the supervisor. Employees make recommendations regarding clients' readiness for promotion to the supervisor and team.

Guidelines - Employees receive information from internal instructional staff in other classrooms, referral sources, or the interdisciplinary team (occupational therapist, physical therapist, speech, education, nurse, psychologist, etc., depending on disciplines involved with particular clients) which indicates basic functioning level and basic guides for program needs. Standardized learning kits and/or tests (LAP/Peabody) are used which provide an outline of developmental stages and sequential breakdown of tasks.

II. RESPONSIBILITY:

Accountability - Work is usually within the developmental center working with other instructional/educational staff. Work may require contact with social workers or parents. The plans and goals are proposed to the team by the employee and implemented subject to "after the fact" review.

Consequence of Action - The employees' input into the clients' plans affects progress toward achievement of goals. Employees' responsibilities for developing plans, writing specific goals, and planning and implementing classroom activities allow the teacher/supervisor more time in planning broad programs and curriculum design.

Review - Plans and goals are approved by the supervisor and team; implementation may be initiated before they are formally approved.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Employees make recommendations to the team regarding clients' training needs, abilities, and progress. Employees instruct clients in areas which are difficult for them to comprehend, thus requiring high degree of repetition and creativity.

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 achieve a skill or behavior often using behavior modification.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Work is in a classroom in which odors and noise are often present due to the functioning level of the client. Work may require lifting of clients.

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

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of practical application of task analysis and goal writing. Considerable knowledge of practical application of behavioral programming techniques. General knowledge of teaching methods, materials, aids. Working knowledge of characteristics of population served. Skill in writing goals, programs, developing activities, to carry them out. Skill in instructing. Ability to establish rapport and relate to population served, their families, and a variety of service disciplines (social workers, doctors, psychologists, teachers, nurses). Ability to comprehend, record, utilize behavioral concepts. Ability to observe behavior and make appropriate recommendations.

Minimum Education and Experience - Graduation from high school or equivalent and three years of experience in instructional work, two years of which must have been at the level requiring goal writing such as in the Educational/Developmental Assistant or Health Care Technician II; or an associate degree in mental health or child development program which includes a six-month practicum/internship in a similar setting and one year of the above experience (one year of the above experience may be substituted for the practicum); or an equivalent combination of education and experience.

Minimum Education and Experience for Trainee Appointment - Graduation from high school or equivalent and one year of experience at the Health Care Technician I level that required some instruction, observation, and documentation, as an aide providing instruction in a classroom, or instructional experience in a community human service program; or associate degree in mental health or child development with a six-month practicum/internship in a similar setting (one year of experience may be substituted for the practicum).

Administering the Class - College graduates 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 two years of the above experience enter at the minimum of the class.