SPECIAL EDUCATION TEACHER

GENERAL RESPONSIBILITIES

Under the direction of the school principal, the special education teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

ESSENTIAL TASKS (These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

• Provide direct and indirect instructional support to students in a positive environment.

• Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.

• Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.

• Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.

• Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.

• Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.

• Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.

• Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.

• Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.

• Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.

• Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.

• Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings.

• Provide crisis intervention, as needed, for students and those in inclusive classrooms.

• Assist in collection of data for providing appropriate classroom interventions.

• Serve as a member of a multidisciplinary team as appropriate.

• Assist in preparation of data for local, state, and federal reports.

• Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.

• Perform related work as required.

KNOWLEDGE, SKILLS AND ABILITIES

The successful candidate will demonstrate knowledge of: the necessary principles and application of theory into practice for effective instruction and positive behavioral supports that are beneficial for implementation with all students with disabilities; Generation Success Academy curriculum and instructional techniques; human behavior, development, and skill performance; individual differences in ability, personality, and interests; learning and motivation; the assessment and treatment of behavioral and affective disorders; and Generation Success Academy policies and effective instructional practices. The special educator also demonstrates the ability to provide positive behavioral support to students in a group and in an individual setting; demonstrates an understanding of the federal, state, and local mandates governing the determination and delivery of special education services; completes observations and reports pertaining to learning behaviors of students; displays the ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community members. Overall, the special educator possesses excellent human relations skills and a working knowledge of the English language in written and verbal form.

EDUCATION AND EXPERIENCE

Requires a Bachelors Degree in an approved program for special education – general curriculum or have completed a major in special education – general curriculum, or have completed 27 semester hours in the education of students with disabilities in the assigned area required.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment Assignment may require the ability to physically move students or equipment weighing up to 50 lbs, position students in specialized equipment, and/or change diapers as needed.

Clinicial Psychologist or Social Worker- Evaluations Job Description

The Licensed Clinical Psychologist will provide a broad spectrum of clinical services including but not limited to intake and eligibility, coordination of mental health services for consumers, consultation to case management, clinical and community services departments, diagnostic and forensic assessments, psychological interventions, and staff, consumer and provider training.

Key Responsibilities

Conduct limited psychological testing and write reports on a selective basis.

Consult with case management, clinical and community services staff on consumer issues including but not limited to psychological assessment, psychotherapeutic intervention, telephone and face-to-face conferences, program monitoring and program evaluation.

Assist the Placement and Deflection Manager with crisis intervention and deflection program planning, implementation, monitoring and evaluation activities, when requested.

Work with intake coordinators and other staff, as requested, to develop and monitor compliance with assessment protocols for psychological evaluations.

Assist in maintenance of Psychological Services Directory including recruitment, interview and monitoring of psychological vendors.

Assist in development, implementation, monitoring and team management of comprehensive psychological services for consumers, including but not limited to counseling services.

Authorize psychological services purchases, when requested.

Conduct psychological evaluations in a timely and clinically sound manner to meet the forensic needs of consumers, as requested by Generation Success Academy.

Represent psychological services at Generation Success Academy's SAT and IEP meetings and other interdisciplinary team meetings regarding families and students involved in the legal system, as requested.

Knowledge and Skills

Knowledge of: clinical psychology, developmental psychology, personality development; principles and application of psychotherapeutic methods including but not limited to applied behavior analysis, cognitive and group dynamics; administration and interpretation of diagnostic psychological tests; research design; statistics; and measurement theory. Ability to: plan a psychological evaluation and intervention program; communicate effectively, establish and maintain effective working relationships with others; engage with others in selfdirected team projects.

Education and Experience

Doctorate in Psychology or Educational Psychology from an accredited university. Two years of clinical experience, preferably one year in the field of developmental disability. Experience, training and/or interest in Autistic Spectrum Disorders and/or in Behavioral Intervention management are especially desired. Possession of psychologist license issued by the Louisiana State Board of Psychology, National Board certification, or currently meets eligibility requirements for such licensure.

Special Education Paraprofessional Job Description

Special education paraprofessionals assist students with special needs under the direction of a certified teacher. Paraprofessionals generally work in an inclusionary setting (i.e. least restrictive environment). The special education paraprofessional assists the teacher in general daily classroom activities, help special needs students, and cares for their physical, emotional health and safety, affirming their abilities, and striving to promote dignity in all relationships.

Qualifications

High School Diploma required.

Duties and Responsibilities:

• Assisting students in achieving academic success

• Working with students who may be aggressive or disruptive in class

• Behavior support which includes physical management (training provided upon hire)

• Personal care

• Social integration

• Consultation and collaboration with Special Education and Regular Education Teachers as well as related service staff

• Any and all other duties as may be assigned per the Vernon Paraprofessional Handbook and Evaluation Plan