

POSITION DESCRIPTION
Muskingum County Board of DD

CLASSIFICATION TITLE: Developmental Specialist

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| EMPLOYMENT STATUS | Full-time | REPORTS TO | Early Childhood Supervisor |
| FLSA STATUS | Non-Exempt | DEPARTMENT | Early Intervention |
| WORKING HOURS | Routinely 8:30 am – 4:00 pm (Schedule may be flexible/variable) | | |

DISTINGUISHING JOB CHARACTERISTICS

Teaches infants and toddlers with developmental disabilities and their families that are enrolled in the Early Intervention Program and provides services and support designed to meet the developmental needs of identified infants and toddlers (ages 0 - 3). Evaluates and determines each child's needs and helps to develop the Individual Family Service Plans (IFSP) designed to help children accomplish personal, educational and developmental skills and to meet the needs of families through coaching, modeling, supporting them in their daily routines. Follows services designed to prepare children for later education ~~and training~~, and to help parents, family members, contract service providers and others effectively meet their child's needs and challenges.

ESSENTIAL DUTIES AND RESPONSIBILITIES

To perform this job successfully, an individual must be able to satisfactorily perform each essential duty listed below. Reasonable accommodations will be made for disabled persons, covered by the Americans With Disabilities Act, in accordance with its requirements.

- Teaches infants and toddlers with developmental disabilities, enrolled in the Early Intervention Program. Coaches families and caregivers in accordance with the Individual Family Service Plan (IFSP) designed to integrate services into the child and family daily routine.
- Administers evaluation instruments to assigned children to determine individualized needs and to serve as a basis for planning a personalized educational development plan. Evaluates child's cognitive, social emotional, physical, language and self-help skills and abilities.
- Instructs children and their families to enhance specific skills as developed for the Individual Family Service Plan (IFSP). Coordinates appropriate child/family supports and services with intra-agencies and other community organizations.
- Maintains close working relationships with the parents, family members, contract service providers and others of each assigned child to maintain positive public relations and help each child accomplish their Individual Family Service Plan (IFSP) outcomes. Meets with parents, family members, contract service providers and others usually in home and/or community visits, to answer questions and discuss child's progress or concerns.
- Collaborates with agencies to provide needed services including transportation, food, personal hygiene supplies, medical attention, and housing.
- Participates in the preschool transition process by attending multidisciplinary meetings and providing input to the local school district regarding the child's Part C Early Intervention Services via in person meetings or in writing through the child's Evaluation Team Report (ETR).
- Prepares, maintains, and writes required reports, records, and documentation of visits containing Early Intervention rule requirements. Maintains and implements Individual Family Service Plan (IFSP) outcomes. Meets with Individual Family Service Plan (IFSP) team members to review goals and objectives of each child.
- Administers evaluations and assessments required to qualify a child for Early Intervention Services. Coordinates and writes reports and maintains records required for child's participation in Early Intervention.

- Evaluates the developmental needs of children in Early Intervention through observations and assessments. Evaluates the needs of the child and family to maintain or change an Individual Family Service Plan (IFSP).
- Plans and implements a program of developmentally appropriate activities, including gross and fine motor skills, cognitive development, social and adaptive behavior development, sensory integration, and language development.
- Creates a warm, caring environment conducive to learning. Provides opportunities for families to engage with their child by modeling skills such as engaging in joint attention, tummy time, turn taking, sensory motor input, and communication supports such as sign language.
- Follows and implements behavior support plans as designed. As well as specific intervention curriculums such as PLAY Project.
- Monitors and directs each child's behavior and skills development to help them achieve their Individual Family Service Plan (IFSP). Adjusts joint plans to meet each child and family's needs.
- Attends and participates in conferences, staff meetings, various in-service training opportunities and parent training sessions. Attends seminars and conferences to acquire CEUs or classes to renew and retain early intervention certification.
- Provides direction specific to generally accepting teaching principles of early intervention to assigned Child Teachers, Classroom Assistants, Child-in-Training or volunteers.
- Completes coursework through intranet training, on-line courses, and classroom instruction to promote continued learning and professional growth.

SCOPE OF SUPERVISION

Reports directly to the Early Childhood Supervisor.

EQUIPMENT OPERATED

Motor vehicle: adaptive equipment; communication devices; hydraulic bus lifts; wheelchairs; hoist lift; walker; computer; copier; fax machine; telephone and other general office equipment; VCR; television; therapy equipment; kitchen appliances.

CONTACTS WITH OTHERS

Must communicate effectively and maintain a positive working relationship with staff, board members, co-workers, parents, family members, volunteers, consumers, community agencies, and the general public.

CONFIDENTIAL DATA

This position is considered to be confidential employees who shall abide by confidentiality and HIPPA regulations and shall agree to abide by all policies surrounding confidential and sensitive information. Each person entrusted in any position or aspect of employment with the County Board holds a position of trust relative to this information and shall recognize the responsibilities entrusted to them in preserving the security and confidentiality of this information.

WORKING CONDITIONS

Typical office working environment. Must be able to cope with stressful situations as related to individuals, with developmental disabilities, their families, staff, and the community. May be exposed to challenging behaviors, which may cause injury and require the use of intervention techniques. May be exposed to communicable diseases and blood borne pathogens. Must exhibit flexibility in work schedule and job tasks. Must be able to work outside normal working hours. Schedule may vary and include evenings, weekends, or holidays. Exposure to an individual's home and/or community environments. Exposure to possible inclement weather conditions.

USUAL PHYSICAL DEMANDS

The following physical demands are typically exhibited by position incumbents performing this job's essential duties and responsibilities. These physical demands are not, and should not be

construed to be job qualification standards, but are illustrated to help the employer, employee and/or applicant identify tasks where reasonable accommodations may need to be made when an otherwise qualified person is unable to perform the job's essential duties because of an ADA disability.

While performing the duties of this job, the employee intermittently sits, stands, walks, and uses hands to help children learn basic living skills, and accomplish personal, vocational, educational, developmental, and social skills. The employee occasionally reaches with hands and arms, climbs, balances, stoops, kneels, crouches or crawls. The employee frequently talks and hears when dealing with staff, officials, the general public and others. This position requires various levels of the use of the senses of sight, hearing and smell. It also requires physical agility, strength, and manual dexterity. The employee must be able to lift individuals with physical disabilities as well as non-ambulatory individuals according to labor laws. The employee frequently sits for extended periods of time and occasionally stands and walks. The position demands close, relatively detailed vision demands when keyboarding and using the computer screen. Occasionally climbs, balances, stoops, kneels, crouches or crawls.

Must be physically capable to assist in emergency situations including lifting, pushing, pulling and moving children, in a safe manner.

REQUIRED KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of: special education; developmental disabilities; family dynamics from birth; developmental milestones; child growth and development; risk factors and influences affecting child development and health; human development pertaining to children and adults with developmental disabilities; behavior management principles and applications; general principals and methods for teaching person with developmental disabilities; school age assessment and evaluation; academic subject areas and curriculum; adaptive equipment; unique attributes of learners with disabilities; communicable diseases; curriculum theory and development; educational research trends for developmentally disabled; code of ethics regarding working with persons with developmental disabilities; rights of persons with developmental disabilities; child growth and development; developmentally appropriate practices; parenting skills and methods; community resources available to children and families; medical/genetic disorders; State Department rules and regulations regarding early intervention and DD; criteria/norm reference testing; cultural diversity; crisis intervention.

Ability to: develop and maintain effective working relationships with associates, children, parents, family members, contract service providers, general public and others; lift and carry children; apply generally accepted teaching methods to practical work situations; exhibit flexibility in work schedule and job tasks; exercise patience in dealing with persons with developmental disabilities; evaluate, plan and design Individual Family Service Plan; adapt child tasks to meet physical needs; apply basic supervisory principles to practical work situations; handle sensitive inquiries from and contacts with parents, family members contract service providers, and others; maintain classroom discipline; maintain confidentiality of confidential or sensitive subject matter; exhibit creativity; create and implement lesson plans; coordinate services with families; maintain accurate and complete work records.

Skill in: verbal and written communication; meeting the needs of developmentally challenged children; providing general childcare; physical management of children and equipment.

QUALIFICATIONS

Bachelor's degree required in early child special education, social work, education, or related field. Successful completion of required early intervention coursework.

LICENSURE OR CERTIFICATION REQUIREMENTS

Must obtain and maintain required certification through the Department of Developmental Disabilities and meet the special training requirements of the Department of Developmental Disabilities for Early Intervention. First Aid and CPR as assigned. Valid State Motor Vehicle Operator's License.

This job description in no manner states or implies that these are the only duties and responsibilities to be performed by the employee filling this position, who will be required to follow instructions and perform any duties required by the employee's supervisor or designee.

MANAGEMENT APPROVAL

Superintendent

____/____/____
Date

EMPLOYEE UNDERSTANDING

Employee

____/____/____
Date