

Job Requisition #41470 - TECHNICIAN, DEAF-BLIND INTERVENER

Status: Open **Date Needed:** 08/11/2020 **Open Date:** 05/20/2020 **Total Days Open:** 134

Confidential Requisition: No **Priority Requisition (HR Use Only):** No

Description

Job Posting Template: NON TEACH-NO SKILLS

Position Description: WESTERLY CREEK ELEMENTARY

Near Northeast

Traditional 180 work days

FTE: 0.525

Salary Range: \$17.46 to \$20.88

Essential Functions and Objectives:

- Provides direct support to a student with deaf-blindness under the supervision of a certificated special education teacher for all or part of the instructional day as determined by the student's Individual Educational Plan (IEP). Facilitates communication between the child and others, provide access to visual and auditory information and develop and maintain trusting relationships. Works collaboratively with a variety of direct service providers and consultants including teachers of children with hearing impairments, visual impairments, or severe disabilities; speech therapists; occupational and physical therapists; orientation and mobility instructors; and other professionals and paraprofessionals. Assists a student with deaf-blindness to participate in activities and to provide a supportive environment in which the student can learn.

- Day to day execution: performs hands-on tasks applying proven industry standards and techniques, while adherence to policies, procedures, or guidelines in the area of responsibility. Installs, tests, analyzes, troubleshoots, repairs, maintains, related equipment in order to support short-term operations and minimize downtime.

- Documentation: performs data entry and verification, keeps accurate files/records, creates detailed reports, using various existing systems for accurate, timely, and compliant records.

- Customer Service: receives, understands, and disseminates information in subject matter to appropriate stakeholders. Diagnoses problems and aids in resolving technical issues and escalates appropriately to ensure a positive experience.

- Continuous improvement: contributes to identifying process inefficiencies and proposes solutions, identifies opportunities through external research on trends in resources, programs, and services and internal research with stakeholders, and supports improvement efforts in order to support long-term operations and minimize downtime.

- Provide direct, individualized support (1:1) to a student with deaf-blindness as a part of an educational team, as indicated by the student's IEP, and as directed by licensed staff or administration. Follow the student's IEP and accommodations, modifications and instructional techniques recommended by the special educators and related services staff members.

- Become proficient in students' individual communication methods and strategies. Provide access to and/or assist in the development and use of receptive and expressive communication skills. Facilitate the student's communication with others by explaining and modeling the student's specific communication system, acting as a bridge and creating a safe and supportive environment that encourages successful interaction.

- Perform assigned lunch/recess/bus duties which include supervision in the cafeteria, playground and pre/post boarding of buses.

- Perform health and personal need duties as directed by teacher or nurse, including bathroom assistance, diapering, feeding and lifting students.

- Provide specially designed instruction under the direction of the student's special education teacher. Provide consistent access to instruction and environmental information that is usually gained by typical students through vision and hearing, but that is unavailable or incomplete to an individual who is deaf-

blind. Provide support and clarification for new concepts or homework.

- Facilitate the development and maintenance of trusting, interactive relationships that promote social and emotional well-being. Provide support to help the student form relationships with others and increase social connections and participation in activities.
- Provide support to special education teacher such as preparing materials, assist in the preparation and implementation of IEP, and assist in adapting curriculum to students' individual learning level.
- Attend regularly scheduled planning and feedback meetings with the teacher and other team members. Provide support to classroom teachers as appropriate for the needs of an individual student and, on occasion, the classroom as directed by the teacher.

Knowledge, Experience & Other Qualifications:

- Required: 2+ years of relevant work experience
- Required: Has received or is receiving trainings for interveners through a state or district program
- Preferred: Working towards credentials to become a credentialed intervener. Experience with individuals with hearing impairments, visual impairments, deaf-blindness, and/or multiple disabilities preferred.
- The ability to take responsibility for one's own performance
- Effective communication skills
- Effectively handle multiple demands and competing deadlines
- Strong attention to detail
- High degree of integrity in handling confidential information
- Ability to work in a multi-ethnic and multi-cultural environment with district and school leaders, faculty, staff and students
- Work collaboratively with others on a team
- Aptitude for variety and changing expectations and fast-paced environment
- Basic Sign Language skills.
- Maintain composure in stressful situations; be flexible; recognize and adjust to different cultural backgrounds.
- Comfortable working in close physical proximity to students while frequently using touch to communicate with and instruct students who are primarily tactile learners

Education Requirements:

- High School Diploma or GED

About Denver Public Schools:

Denver Public Schools is committed to meeting the educational needs of every student with great schools in every neighborhood. Our goal is to provide every child in Denver with rigorous, enriching educational opportunities from preschool through high school graduation. DPS is comprised of nearly 200 schools including traditional, magnet, charter and alternative pathways schools, with an enrollment of more than 90,000 students.

Under the leadership of Superintendent Susana Cordova and guided by the tenets of The Denver Plan, DPS has become the fastest-growing school district in the country in terms of enrollment and the fastest-growing large school district in the state in terms of student academic growth. Learn more at dpsk12.org.

Denver Public Schools is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, or any other status protected by

law or regulation. It is our intention that all qualified applicants be given equal opportunity and that selection decisions be based on job-related factors.