

SPECIAL DAY CLASS TEACHER, DEAF/HARD-OF-HEARING PROGRAM

Basic function

Under the direction of the Coordinator, Special Education, act as a Special Day Class Teacher for the Santa Barbara County Education Office, Deaf Education Program; provide individualized specialized support services to students who are deaf/hard-of-hearing; teach and monitor all oral communication skills; teach lip-reading, language and speech skills, American Sign Language, auditory training, use of residual hearing and other sensory abilities; teach academic subjects of the regular curriculum, including reading and written language, adapted to students who are deaf/hard-of-hearing. Services are provided to students from birth to 22 years of age.

Supervision

Directly responsible to a Coordinator of Special Education.

Representative duties

- Conduct the deaf and hard-of-hearing (DHH) Special Day Class (SDC) program as established by Federal and State regulations and the Santa Barbara County Education Office.
- Provide support in completion of audiological evaluations and hearing aid checks.
- Plan, develop, write and implement individualized educational programs (IEPs) to meet pupil needs, with the active participation, coordination and/or consultation of parents and/or guardians, physicians, therapists, outside agencies and support staff.
- Instruct or direct the instruction of individuals with DHH needs; work with students individually or in small groups on goals described in written instructional plans; and identify activities and materials needed to achieve these goals.
- Develop auditory training techniques and curriculum suitable to unique learning needs of students enrolled in the program.
- Identify, develop, and implement appropriate use of resources and curriculum for instructional application specifically for the DHH population.
- Plan and implement a program of evaluation to determine academic, social and/or emotional growth; maintain up-to-date cumulative, specialized student records on individual pupil progress; adjust objectives as needed; and revise individualized education program as appropriate.
- Provide ongoing in-service/training to students, staff, and families regarding hearing loss, equipment, and assistive technology.
- Work closely with other special education staff, support personnel, and general education staff, in the assessment and program planning process.
- Coordinate the appropriate use of auditory amplification equipment (hearing aids, cochlear implants, Hearing Assistive Technology, Phone Ear Equipment) in both general and special education settings.
- Supervise, plan responsibilities, and evaluate performance of paraeducators and assigned volunteers.
- Attend scheduled meetings; participate and involve parents in program planning; confer frequently with parents and professional staff members on each pupil's progress.

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- Assume responsibility for the safety and welfare of pupils.
- Develop and maintain professional relationships with school and staff where the program is located.
- Plan and implement program of maximum integration in school and community settings; interface with core curriculum when appropriate.
- Attend in-service programs to facilitate continued professional growth.
- Develop vocational and community training sites, and implement instruction in these sites as appropriate.
- Provide in-service training for staff and parents regarding instructional programs, as appropriate.
- May provide specialized health care services to medically fragile students as outlined in the student's Individualized Education Plan and under the supervision of the school nurse.
- Perform other related duties as assigned.

Qualifications

Possession of a valid California Specialist Instruction Credential authorizing service in a Special Day Class. Experience and/or training appropriate to fulfill requirements of the position

Possession of a valid California Driver's License if required by the duties of the assignment.

Working conditions

Travel between school sites and to-from various meetings.

Frequent use of hands to communicate using signs.

Physical Demands

Ordinary ambulatory skills to travel to outside offices and locations.

Sufficient visual acuity to recognize words, numbers, and signs.

Near-visual acuity to read written materials and computer screens.

Sufficient communication skills to carry on conversations.

Sufficient hand-arm-eye coordination and finger dexterity to write, use a computer keyboard, mouse or other pointing device, and to use ASL to communicate.