

## INSTRUCTIONAL PARAPROFESSIONAL II – SPECIAL EDUCATION, SIGN LANGUAGE

### DEFINITION

Under general supervision, assist in providing instruction to individual or small groups of students with special learning needs who are hearing impaired and provide scaffolding to improve their signing capacities using any of a variety of sign and verbal communication systems including, but not limited to, American Sign Language (ASL); facilitate communication between students who are hearing impaired within an education environment; perform a variety of follow-up instructional activities; assist in the conduct of training and learning activities with children experiencing special learning needs; work in a variety of instructional settings including the community; perform a variety of routine clerical and supportive activities for certificated personnel; and do other related work as required.

### ESSENTIAL FUNCTIONS

Assist certificated personnel with the presentation of learning materials and in the conduct of instructional exercises; interpret between students who are hearing impaired and verbal speakers at a regular conversational rate in a variety of educational settings, including but not limited to, classroom lectures and activities, group discussions, assemblies, and counseling sessions; tutor individual students and small groups of students with special learning needs to reinforce and follow-up learning and training activities; monitor and assist students in drill practice and study activities as a follow-up to the presentation of instructional lessons by certificated personnel; direct students into safe learning activities and functions, and assist in shaping of appropriate social behaviors; assist in the management of student behavior through the use of positive reinforcement strategies and techniques; assist in the preparation of a variety of instructional materials and learning aids; assist individual students and small groups of students in completing classroom assignments, answering questions, providing proper examples, support, and general guidance; assist in maintaining a variety of records and files, including confidential student records and information; operate and assist students in the operation of a variety of instructional media; monitor and assist in the remediation of specific learning problems; perform routine first aid which may include aiding children experiencing seizures or respiratory problems, requesting appropriate assistance for serious student injury or illness; maintain or assist in maintaining an orderly, attractive and positive learning environment; may assist physical therapy personnel in pursuing a prescribed therapy program, which may include limb manipulation, body movement and stretching; may assist in the development of communication skills with children who experience language and hearing disorders; assist children with braces and other mechanical apparatuses; lift and move children who are unable to provide assistance; assist where necessary with toileting and feeding responsibilities; may catheterize students when needed; follow certificated personnel lesson plans and may assist in preparation of plans based on certificated personnel direction and explanation of student academic needs; assist in the evaluation of the instruction and student progress and problems; prepare and maintain bulletin boards, interest centers, educational displays and teaching devices; straighten or organize classroom or other learning facility; may accompany students on field trips and outside the classroom and escort students to and from designated locations as assigned; may attend in-service training sessions and other school activities; respect confidential nature of student records and school reports.

### EMPLOYMENT STANDARDS

#### KNOWLEDGE AND ABILITIES

##### Knowledge of:

Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs;

Knowledge of (continued):

Behavior management strategies and techniques relating to pupils experiencing atypical control problems;  
Methods, techniques, and procedures for lifting and moving children incapable of providing assistance;  
Conceptually Accurate Signed English, Signed Exact English, and Manually Coded English, and Pidgin Signed English;  
Expressive and receptive forms of American Sign Language;  
Interpreting strategies and techniques necessary to accommodate individual needs of students in a variety of educational settings;  
Guidelines for Professional Conduct for Educational Interpreters, including The Registry of Interpreters for the Deaf Interpreter Code of Ethics, Registry of Interpreters for the Deaf (RID)/ National Association for the Deaf (NAD) Code of Professional Conduct (COPC), and Educational Interpreter Performance Assessment (EIPA) Language development;  
Foundational concepts of deaf culture;  
Basic concepts of mathematics;  
Routine record storage, retrieval, and management procedures;

Ability to:

Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting needs of a specialized nature;  
Appropriately manage student behavior and guide student toward more acceptable social behaviors;  
Communicate effectively in oral and written form;  
Perform routine clerical tasks and operate a variety of educational and office related machines and equipment;  
Understand and apply the basic concepts of child growth and development and possess a genuine liking for students;  
Learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment;  
Understand and follow oral and written directions;  
Establish and maintain an effective working relationship with those contacted in the course of work;  
Relate effectively with racially and ethnically diverse staff, students, and community.

EDUCATION AND EXPERIENCE

Education:

Equivalent to the completion of the twelfth grade, supplemented by training or course work in child growth and development, special education, instructional technology, or a closely related field.

Experience:

One year of paid or volunteer experience working with children of various age levels requiring a specialized learning environment;  
Previous work with hearing impaired students and proficiency in sign language.

REQUIRED LICENSES OR CERTIFICATES

If driving a vehicle is required in the course of work, operator must possess a valid and appropriate California driver's license and qualify for insurability with the District's insurance carrier; possession of one of the following certifications is highly desired: Registry of Interpreters for the Deaf (RID) Certification, American Consortium of Certified Interpreters (ACCI), Level 4 or above (formerly known as NAD certification), Certification by the Cued Speech TECUnit, Educational Sign Skills Evaluation - Interpreter (ESSE-I), Level 4 or above, or Educational Interpreter Performance Evaluation (EIPA), Level 4 or above.

PHYSICAL REQUIREMENTS AND WORKING CONDITIONS

Strength:

Moderate work, lifting, carrying, or pulling children weighing up to 50 pounds.

Pre-placement Physical: Class I

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