

## **TRANSITION ASSISTANT I**

### **DEFINITION:**

Under direction of the SELPA Director or Designee, to provide job coaching, training, and clerical support to foster instruction and experiences that reinforce core curriculum concepts and skills leading to gainful employment.

### **QUALIFICATIONS:**

#### Experience:

- Youth-related activities and training and/or assisting students with disabilities
- Some job coaching, job placement experience is desired

#### Education:

- Equivalent to high school diploma
- Two-year college degree desirable

### **DISTINGUISHING CHARACTERISTICS:**

- This position requires working with students, parents, school employees and local business partners with minimal supervision, which includes inside and outside of a classroom, as well as on- or off-campus with small groups of students with IEPs.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the SELPA Director or Designee, incumbent will:

- Work with Case Managers to train Transition Assistants.
- Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
- Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help students with IEP to achieve Competitive Integrated Employment (“CIE”) experiences.
- Communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
- Perform a variety of clerical support duties including (but not limited) to typing or writing emails, applications, or inputting data onto a computer, preparing training materials for school employees, parents/guardians, or students.
- Assist students with IEPs who require support in the areas of functional academics, social, emotional, behavioral, physical and health, including implementation of a behavior goal or behavior plan, and providing reasonable assistance to students who need help with toileting (including diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job sites and training sites.
- Promote Workability 1 program to local business employers.
- Prepare employers for student characteristics, employment expectations and job site accommodations.
- Prepare specific job task analysis and develop skill training plans.
- Provide individual training and support at the job site and monitor student progress.
- Assist students with problem-solving and self-advocacy.
- Provide job coaching techniques.
- Provide destination training; arrange transportation for students to and from work sites.
- Assist with specialized/extended vocational evaluation/assessment as needed.
- Identify work placements that will meet the particular needs of students with IEPs.

## **TRANSITION ASSISTANT I**

- Maintain cooperative working relationships with work placement personnel.
- Understand the special needs and disabling conditions of students with IEPs and effectively relate to these needs in a learning situation.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

### **KNOWLEDGE:**

- Applicable laws, codes, regulations, standards, policies, and procedures related to support of students transitioning from school to work, independent living, and postsecondary education or training.
- Develop and implement workshops that offer students with IEPs the opportunity to complete their secondary education while also obtaining marketable job skills.
- Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
- Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help the student with IEP to achieve competitive integrated employment (CIE) experiences.
- Document, monitor and maintain student contacts with paid and unpaid-job placements.
- Demonstrate the ability to communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
- Prepare training materials for school employees, parents/guardians, or students.
- Assist special education students who require some support in the areas of functional academics, social, emotional, behavioral, physical and health. This may include implementing a behavior goal or behavior plan; this may include providing some reasonable assistance to students who may need some help with toileting (include diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job and training sites.
- Market Workability 1 program to local businesses and employers.
- Prepare employers for student characteristics, employment expectations, and job site accommodations.
- Prepare specific job task analysis and develop skill training plans.
- Maintain ongoing student and employer contacts and records.
- Provide individual training and support at the job site and monitor student progress.
- Assist students with problem-solving and self-advocacy.
- Provides destination training; arranges transportation for students to and from work sites.
- Assists with specialized/extended vocational evaluation/assessment as needed.
- Identify work placements that will meet the needs of each student, based on disability, and need.
- Maintain cooperative working relationships with those contacted in the performance of required duties.
- Support Special Project Coordinator.
- Workshop development, administration of workshops, student support.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

### **ABILITIES AND SKILLS:**

- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines
- Understand the special needs and disabling conditions of handicapped students and effectively relate to these needs in a learning situation
- Use computer software required to write emails and input data
- Ability to communicate orally and in writing
- Communicate and collaborate effectively with a wide variety of personalities and situations requiring tact, judgment, and poise

## **TRANSITION ASSISTANT I**

- Ability to build positive rapport with adolescents and adults with IEP
- Read schedules and utilize public transportation
- Exercise professional judgment in critical situations
- Apply proper techniques of successful job coaching and fading

### **PHYSICAL REQUIREMENTS:**

**Physical abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; walking on campus and throughout the community; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

### **WORK ENVIRONMENT:**

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors and outdoors, both on campus and in the community, coming into direct contact with students, district staff, and the public. Riding on public transportation may also be required.