

TRANSITION ASSISTANT II

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 disability; job coaching, job placement

Education: Equivalent to high school diploma; two-year college degree desirable

REQUIREMENTS:

Must pass the Instructional Assistant Proficiency Test

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:

- In cooperation with the Special Project Coordinator, develop and provide Workability 1 related workshops to students with IEPs.
- 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.
- Demonstrate the ability to document, monitor and maintain student contact and coordination of 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.
- 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.
- 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.
- Provide job coaching techniques.

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- 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.
- 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.
- Workshop planning in cooperation with Special Project Coordinator, administration of workshops, student support.
- Attend monthly regional Workability 1 related meetings as needed.
- 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
- Appropriate social and vocational needs of adolescents/adults with exceptional needs; correct English usage, spelling, grammar, and punctuation; basic math operations; first aid practices; positive public relations practices; appropriate student work behaviors and job keeping skills
- Record-keeping techniques and communication (via phone, in-person, email) techniques and etiquette

ABILITIES AND SKILLS:

- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines
- Written and verbal communication skills
- Communicate and collaborate effectively with a wide variety of personalities and situations requiring tact judgment, stability, and poise
- Positive rapport with adolescents and adults with IEPs
- Read schedules and utilize public transportation
- 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; 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 in a standard office environment, at school, at job sites on- and off-campus.
- Employees will come in direct contact with district staff, students, and the public.