



RIVERSIDE UNIFIED SCHOOL DISTRICT

TITLE: DEAF AND HARD OF HEARING SPECIALIST ITINERANT WORK

YEAR: 185 Work Days and Extended School Year (ESY) REPORTS TO:

Coordinator of Special Education

QUALIFICATION/CERTIFICATION REQUIREMENTS:

- Valid California Education Specialist-Deaf and Hard of Hearing teaching credential. (Credential must authorize services to children ages 0-3 and 3-21yrs)
- Ability to communicate in American Sign Language

PRIMARY FUNCTION:

The Riverside Unified School District Early Start Program provides family-based early intervention services for eligible infants and toddlers with solely low incidence disabilities in a variety of natural environments, including family homes, throughout the Riverside Unified School District service area.

Primary functions are to assist site administration and classroom personnel at RUSD and CSDR in the implementation of instructional supports which allow DHH students access to their educational environment.

Assisting teachers and support staff in the development and implementation of environmental adjustments for students who are deaf and or hard of hearing within the instructional setting.

Work in collaboration with the classroom teacher to ensure DHH students have the required specialized assistance/technology and or supported need to access their education.

Act as the liaison and LEA Representative between RUSD and California School for the Deaf, Riverside. Including continual coordination and collaboration with CSDR site administrators for students who attend CSDR and live within Riverside boundaries.

RUSD DHH Specialist works in a coordination/collaboration model to support DHH students in mainstream classrooms.

The special education teacher-infant/toddler provides special instruction focused on

promoting caregiver interactions within the context of everyday activities and routines as the foundation of effective early intervention for infants and toddlers whose primary disabilities are Deaf/Hard of Hearing, Blind, or Orthopedically Impaired.

The Early Intervention Specialist meets with families regularly to collaborate on intervention strategies that address IFSP outcomes in the context of everyday routines. The Early Intervention Specialist, along with the support of other team members, assists the family in identifying outcomes as well as modeling and implementing intervention strategies.

AREAS OF RESPONSIBILITIES:

- Facilitate and support families with the California School for the Deaf referral process
- Monitor student process who attend California School for the Deaf and support classroom instruction to ensure students can access their education
- Provide instructions or support to DHH students across all instructional settings
- Provide assistance, support and training to classroom teachers and support staff
- As the LEA Representative for California School of the Deaf, attend and participate in IEP
- Make referrals to other professionals and agencies, as needed, on behalf of the child and family
- Provide direct relationship-based support, modeling, and coaching for families utilizing evidence-based, center-based, as well as community-based settings
- Encourage parents to identify and access resources and supports within their own families and community
- Track and monitor use of specialized equipment
- Participate in initial evaluation and on-going assessments as a member of an interdisciplinary team, to include analysis and evaluation of results of diagnostic information related to hearing loss, blindness, or orthopedic impairment
- Develop IFSPs in collaboration with parents and other team members that include outcomes based on family concerns and priorities
- Maintain timelines outlined by the Ed Code related to initial assessments, 6-month reviews, annual reviews, and transition to Part B at age 3
- Coordinate service provision and function in the role of the service coordinator, when required; monitor services outlined on the IFSP
- Provide families with information and materials regarding the unique developmental and environmental needs of a young child who is Deaf/Hard of Hearing, Blind, or Orthopedically Impaired
- Plan age appropriate instructional activities for parent training classes that support the needs of the infants/toddlers
- Complete the Desired Results Developmental Profile on a semi-annual basis and submit data in a timely manner
- Participate and attend professional development
- Collaborate with center-based toddler staff who serve the toddlers at a co-located program
- With parent consent, collaborate with personnel from medical and community

- agencies who also serve the child and family
- Provides information to general education staff regarding communication and educational needs of deaf and hard of hearing students in mainstream environments
- Obtains and monitors specialized equipment for the deaf and hard of hearing students to use in the general education classroom and instructs classroom teacher on its use
- Assists in the appropriate placement of students
- Meets with Special Education administrators to discuss problems or concerns regarding programs for DHH students
- Confers with other DHH staff, general education teachers and interpreters to discuss areas of concern and to ensure that communication is effective
- Participates in and/or facilitates IEP meetings and makes recommendation for goals and objectives
- Assists families with obtaining specialized services and amplification
- Conducts periodic itinerant classroom visits and confers with teachers
- Use of effective communication skills in speaking, listening, expressive and receptive American Sign Language
- Ability to work independently and effectively
- Excellent planning and organizational skill
- Completes other duties as assigned

ESSENTIAL JOB REQUIREMENTS- QUALIFICATIONS:

Knowledge of:

- Planning, organization and direction of student activities and programs
- Organization, function and activities of the school
- Principles and practices of student government and related procedures
- Current practices in the organization and facilitation of student development, activities and student representation in schools
- Budget preparation and control
- Oral and written communication skills
- Principles and practices of administration, supervision and training
- Applicable laws, codes, regulations, policies and procedures
- Interpersonal skills using tact, patience and courtesy
- Operation of a computer and assigned software

Ability to:

- Plan, organize and administer student government, activities and related programs
- Coordinate assigned activities with other departments and outside agencies
- Provide responsible and complex administrative support to the Principal
- Advise and instruct students

- Train and evaluate the performance of assigned staff
- Communicate effectively both orally and in writing
- Interpret, apply and explain rules, regulations, policies and procedures
- Establish and maintain cooperative and effective working relationships with others
- Operate a computer and assigned office equipment
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines
- Work independently with little direction
- Plan and organize work
- Communicate effectively with diverse constituencies
- Prepare comprehensive narrative and statistical reports
- Direct the maintenance of a variety of reports and files related to assigned activities
- Maintain consistent, punctual and regular attendance
- Hear and speak to exchange information
- See to read a variety of materials
- Ability to commute to various locations to conduct business

Environment:

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configurations